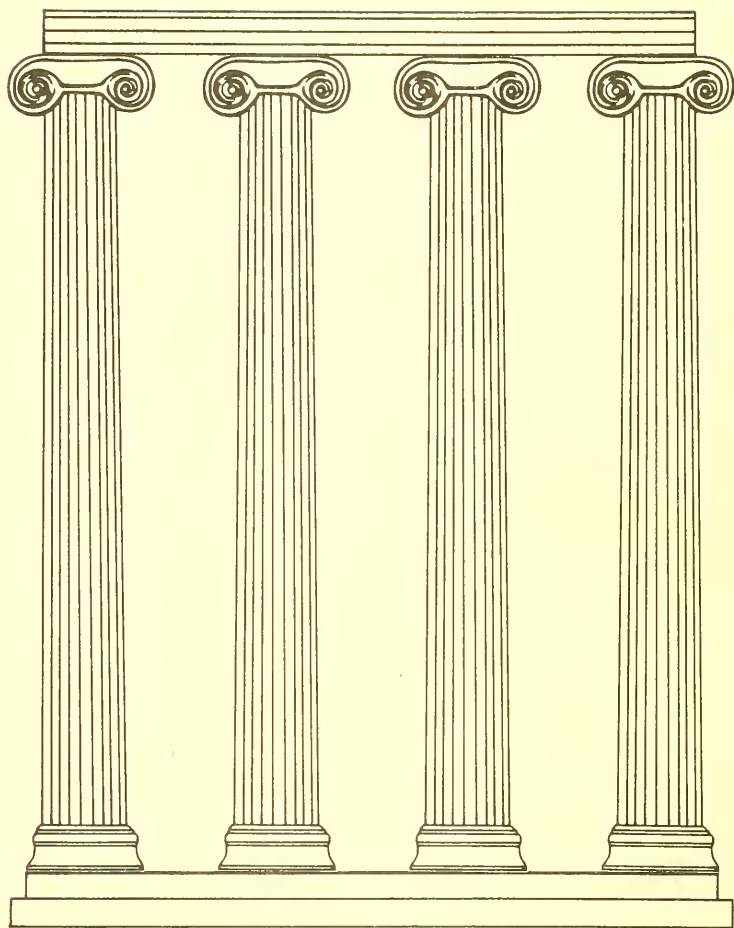
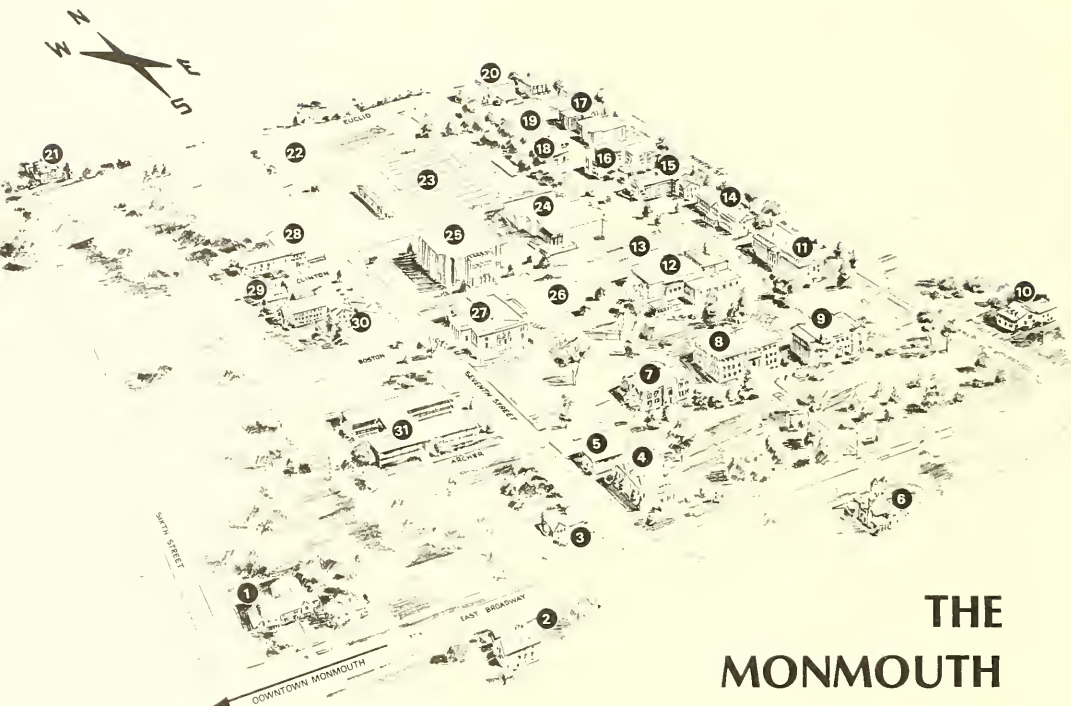


**THE
MONMOUTH
COLLEGE
CATALOG**


**1979-1980
1980-1981**





THE MONMOUTH COLLEGE CAMPUS

- | | | | |
|---|---|---|---|
| 1. Administration Building | 9. McMichael Academic Hall | 17. Liedman Hall
(Women's Residence) | 24. The Hewes Library |
| 2. Theta Chi Fraternity | 10. Austin Music Hall | 18. Art Center | 25. Haldeman-Thiessen
Science Center |
| 3. Marshall Hall
(Sorority Meeting House) | 11. McMichael Hall
(Women's Residence) | 19. Athletic Annex | 26. Park Area |
| 4. Auditorium | 12. Student Center | 20. Fraternity Complex
Sigma Alpha Epsilon
Sigma Phi Epsilon
Tau Kappa Epsilon | 27. Gymnasium and Pool |
| 5. Little Theatre | 13. Tennis Courts | 21. Quinby House
(President's Residence) | 28. Graham Hall |
| 6. Zeta Beta Tau Fraternity | 14. Grier Hall
(Women's Residence) | 22. North Field | 29. Alpha Tau Omega
Fraternity |
| 7. Carnegie Hall
(Bookstore and Student
Personnel Office) | 15. Winbiger Hall
(Men's Residence) | 23. Athletic Field | 30. Fulton Hall
(Health Center) |
| 8. Wallace Hall
(Classrooms) | 16. Cleland Hall
(Men's Residence) | | 31. Gibson Hall
(Upperclass Residence) |



The Monmouth College Catalog

1979–1980

1980–1981

**The One Hundred Twenty-Seventh and
One Hundred Twenty-Eighth Years**

**Monmouth College
Monmouth, Illinois 61462
Telephone: (309) 457-2311**

Monmouth College admits students, awards financial aid, and administers its academic and extra-curricular programs without regard to race, color, religion, sex, national origin, or handicap.

The material in this catalog was prepared as information only and does not constitute a contract between the student and the College. The College reserves the right to alter or amend any item in this catalog without notice. Students are encouraged to consult their faculty advisers or the appropriate college office for confirmation of matters which are essential to their academic programs. For answers to questions about college rules and policies not specifically concerning academic programs, the student should consult *Scot's Guide*, the student handbook, for the current year.

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Introducing Monmouth College

■ **A Statement of Mission for Monmouth College.** Monmouth College seeks to fulfill its educational mission as a liberal arts college in the Christian tradition. Therefore, Monmouth's goal is to deal with individual students as whole persons who are seeking to grow intellectually, spiritually, socially, and physically.

The Monmouth faculty has expressed this mission in the following statement: "Monmouth College, as a liberal arts community, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of themselves and their world.

"The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts, and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity, and a desire to continue a life-long quest for knowledge; and to provide the students with a foundation for entry into the world of industry and commerce, the professions, or graduate study.

"The concern of Monmouth College is with the individual student—his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly-effective young men and women who will in turn render a service to society."

■ **History and Character of the College.** Monmouth College was founded in 1853 by the United Presbyterian Church and has maintained this church relationship ever since. The College was the creation of the pioneering spirit of the citizens of the city of Monmouth, a spirit which the

College has sought to perpetuate throughout its history of more than a century and a quarter. The College was one of the first in the nation to admit women on an equal basis with men and one of the first in the Midwest to be accredited for the preparation of chemists by the American Chemical Society. Monmouth is a founding member of the Associated Colleges of the Midwest, whose co-operative programs offer unique educational opportunities for Monmouth students. In student activities, Monmouth is the home of the nation's first national sorority, Pi Beta Phi, and also of Kappa Kappa Gamma sorority.

Throughout its history Monmouth College has emphasized its coeducational, liberal arts program. The College is primarily a residential, four-year undergraduate institution with a well-qualified faculty that has a strong teaching orientation. This is emphasized by the fact that many of the buildings on campus have been named in memory of the great teachers in the College's history. The student enrollment is presently 650-700, and there are about 60 full-time teaching faculty members and 20 part-time. Seventy-five percent of the full-time teaching faculty have the doctorate or equivalent terminal degree. The present student-faculty ratio is 11-1, which underscores the close personal relationships that are encouraged between professors and students and which continue beyond graduation.

In 126 years Monmouth has had nine presidents:

David A. Wallace	1856-1878
Jackson B. McMichael	1878-1898
Samuel R. Lyons	1898-1903
Thomas H. McMichael	1903-1936
James H. Grier	1936-1952
Robert W. Gibson	1952-1964



Duncan Wimpess
Richard D. Stine
DeBow Freed

1964-1970
1970-1974
1974-1979

■ **Accreditation and Affiliation.** Monmouth College offers a Bachelor of Arts degree in a four-year program and an Associate of Arts degree after a two-year program. Both degrees are fully accredited by the North Central Association of Colleges and Secondary Schools. In addition, the Chemistry Department is accredited by the American Chemical Society, and the teacher education programs of the Education Department are approved by the Illinois State Teacher Certification Board.

The College is affiliated with the United Presbyterian Church through the Synod of Lincoln Trails. In this relationship the College seeks to manifest its Christian commitment through a genuine concern for individual persons and a respect for all people and for diverse beliefs. The development of spirit-

ual and ethical values through an emphasis on moral responsibility, constructive social change, and commitment to vocation are considered an integral part of one's college experience.

Affiliations are also maintained with the Associated Colleges of the Midwest, Association of American Colleges and Universities, Midwest Collegiate Athletic Conference, Midwest Athletic Conference for Women, National Collegiate Athletic Association, Illinois Arts Consortium, and numerous other organizations.

■ **Monmouth College Goals and Objectives.** In November, 1977, after two years of careful study by the entire Monmouth College community, the Senate of the College approved a statement of goals and objectives. This document affirms the College's traditional mission as a private, church-related liberal arts college.

"The College's objectives are to provide pro-

grams, learning environment, encouragement, and inspiration to enable students to acquire knowledge; to develop the basic functional skills of students, their appreciation of aesthetic matters, and their initiative and self-reliance; and to prepare students for useful lives and meaningful careers.

"Monmouth will endeavor to enroll students who seek a high-quality education, recognize the value of small classes, welcome a close working relationship with faculty members, want a college with a strong sense of community, see benefits in extra-curricular activities, can become self-reliant, and are open to the exploration of new ideas.

"Monmouth College graduates should be both broadly educated and expert in one or more specific areas of knowledge. They should be able to communicate with precision, cogency, and force; analyze and solve problems; relate to and work with other individuals and with groups; and possess an awareness of the values of the Judeo-Christian heritage. Above all, they should be able and willing to continue to learn and develop on their own in the years after they leave college.

"Monmouth will offer a liberal arts education which exposes the student to core material in at least one academic discipline in depth, helps the student see the interrelatedness of knowledge through course work in several areas, and equips the student with communicative, analytical, problem-solving, and research skills. The educational program will be enriched through extra-curricular activities and a sense of participation in the total community. The campus environment should encourage students to make decisions for themselves, foster social and religious concerns, and help students make vocational choices.

"Monmouth will have a faculty which is devoted to the liberal arts, is competent in their disciplines, is good at communicating ideas, and sets high expectations for student work. Moreover, faculty members should be interested in and willing to work with students as individuals, have skills in counseling, and be able to discuss questions of a religious or ethical nature. Faculty members should

have high professional standards and be compensated appropriately for their contributions."

■ **Location of the College.** Monmouth College is located in Monmouth, Illinois, the county seat of Warren County and a community of 11,000 inhabitants. The city is located approximately 180 miles southwest of Chicago, immediately accessible from I-80 and I-74, and served by Amtrak and by bus. Access by air is also available to students and visitors through the Quad-City Airport at Moline, 40 miles north, or through Galesburg, 15 miles east.

Monmouth is an alive and responsible small city where residents greet newcomers warmly and with genuine friendliness. The town-college relationship is one of mutual service and support.





Student Life

■ **Purpose.** A Monmouth education is an individual experience, its breadth and extent limited only by the student's willingness to choose to learn from a wide range of major fields of study, independent programs, work experiences, volunteer programs, internships, off-campus programs, and a broad array of social and cultural opportunities.

Students are encouraged to make commitments, define goals, and develop competencies to enable them to choose wisely and to take initiative in directing their own and their society's destiny. At Monmouth, one purpose of education is to help each student experience more keenly and feel more deeply in order to gain self-fulfillment and wisdom to see that his own fulfillment is intricately involved with the general welfare of others.

Diversity and individuality, both in the student body and the academic program, are parts of Monmouth's purpose also. Monmouth students, all part of a community of learners, come from 32 states and seven countries. Students have a variety of economic and sociological backgrounds, including a wide array of religious affiliations. Monmouth students are encouraged to be tolerant, to seek understanding, and to develop abilities to make informed and responsible decisions characterized by reason and imagination, ensuring freedom and the dignity of man.

All members of the Monmouth College community share the responsibility for developing and respecting conditions that encourage this freedom to learn and grow. The system of governance is designed to encourage candid and reasoned evaluation of academic, administrative, and social issues.

■ **Governance.** Monmouth's system of governance basically involves three bodies that work to-

gether to make decisions regarding the nature and operation of the College.

- The Monmouth College Senate is the ultimate authority of the corporation and is the final authority in the management, conduct, and control of college matters. The body is composed of not fewer than 18 nor more than 33 directors and nine trustees. Senate members come from widely varied geographical areas and represent a broad range of occupations and professions. Three students serve in an advisory capacity to the Senate. Their participation ensures that student views will be heard by the College's highest governing board.

- The faculty, as stated in the charter of Monmouth College, has the power to ordain, regulate, and establish the courses and modes of instruction to be pursued and has the power to adopt and enforce such rules and regulations as are deemed expedient for the government of the institution. Through its committee structure, the faculty intensively investigates and discusses proposals for the purpose of formulating and implementing policies. Students participate as voting members of all standing committees unless the statute charging that committee specifically excludes student membership.

- The Student Association is the body politic of Monmouth College students. Its executive officers, elected representatives, committees, and boards govern and promote student activity and involvement in the College in accordance with the constitution and by-laws of the association.

- The Student Senate, made up of the executive officers and elected student representatives, is the chief representative body of the students. The Student Senate presents the opinions and wishes of the students directly to the faculty, the adminis-

tration, and the college Senate through direct participation in virtually all college committees.

■ **Rights and Responsibilities.** A maximum of individual freedom within a context of social responsibility characterizes life at Monmouth. The student handbook, *Scot's Guide*, describes the rights students enjoy as members of the college community and the responsibilities they share individually and collectively to ensure the maintenance of the College's residential and educational community, the protection of property, the safety of individuals, the legal status of the College, and the protection of the rights of the members of the college community.

Monmouth considers it very important that students learn to exercise good judgment and assume responsibility for self, others, and the community. Every student is responsible for knowing the contents of the student handbook.

■ **Community Activities Board.** One of the major responsibilities of the Student Senate is the allocation of funds from student activity fees to various student groups. The Community Activities Board (CAB) is one organization that receives such funds. CAB is a group of students which plans concerts, films, coffeehouse programs, lectures, exhibits, and other entertainment for students. These activities are as diverse as Monmouth students. Students presently on campus have been privileged to hear such persons and groups as:

Richard Scammon
 Bob Richards
 Helen Wagner
 Governor James Thompson
 Congressman Tom Railsback
 Dr. Barbara Nissman
 Dr. John Stoessinger
 Boys Town Choir
 Judge Patricia Hofstetter
 Governor Ronald Reagan
 Postmaster General Benjamin Bailar
 Betty Friedan
 Governor Dan Walker
 Howard K. Smith
 Helen Thomas
 Sydney J. Harris

In addition, concerts are given by local faculty and student groups. Art exhibits, traveling art shows, and craft demonstrations also appear on campus. Monmouth's music and theatre departments regularly sponsor a broad range of concerts and theatrical productions.

■ **Community Organizations.** Opportunities for student involvement in campus organizations are many and varied.

Honor societies are in abundance at Monmouth College. In addition to national freshman honoraries, upperclass honoraries such as Mortar Board for seniors and Beta Beta Beta, national honorary biology fraternity, have chapters on campus. Other examples are Eta Sigma Phi (classics), Psi Chi (psychology), Pi Gamma Mu (social science), and Blue Key (service and scholarship).

Fine arts organizations include Crimson Masque, the college drama troupe, and National Collegiate Players. Musical organizations include the Chamber Choir, the Sound of Five, the Jazz Band, small instrumental and vocal ensembles, the Concert Choir, the Wind Ensemble, and the Monmouth College Highlanders, a bagpipe band.

Some other organizations on campus include the Association of Women Students, International Club, the Black Action and Affairs Council, M-Club (for letter-winners in varsity sports), Pre-Law Society, and the Fellowship of Christian Athletes.

Four national social sororities and six national fraternities are represented on the Monmouth campus. The fraternities are Alpha Tau Omega, Sigma Alpha Epsilon, Sigma Phi Epsilon, Tau Kappa Epsilon, Theta Chi, and Zeta Beta Tau. Each fraternity has an individual chapter house. The four sororities, Alpha Xi Delta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi, do not have individual chapter houses but jointly use Marshall Hall, where they maintain chapter rooms. Approximately one-third of the students are members of fraternities and sororities.

■ **Volunteer Educational Experiences.** The Monmouth College community and the city of Monmouth have for many years enjoyed a fine relationship. Much of this is due to the support of civic programs by the College and to continuing support



of the College by the citizens of Monmouth.

Opportunities for volunteer service and rewarding educational experiences in the community and the Monmouth area are many:

- Warren Achievement Center provides students opportunities to work in a variety of social service programs, including facilities for mentally handicapped children and adults and community programs for the aged and culturally handicapped.

- Applegate Nursing Home offers an opportunity for students to aid in meeting the needs of the elderly, whether it be writing letters, reading, or entertaining.

- Jamieson Center is a place where students are fully appreciated by the staff and by participating youngsters. Much can be done by students who wish to work and become involved with socially-deprived children.

- The YMCA, in a large, new, and attractive facility, offers students experience in coaching, instruction, and program directing.

- The Boy Scouts and Girl Scouts rely on college students for leadership and counseling.

- Achievement Industries always needs volunteers to help teach job skills to handicapped adults.

- The American Red Cross Bloodmobile calls upon the college community each year to be responsible for meeting its quota. Students organize this visit and receive strong support.

- Churches provide many opportunities for service. Many churches depend upon college students to be choir directors, pianists, organists, and soloists and to help with various youth groups.

- Public schools welcome students who wish to act as student aids, help with tutoring, or assist with remedial reading.

- Many major fund drives are supported by Monmouth College students, who offer their services to the Heart Fund, the Cancer Fund, Special Olympics, and other charitable drives.

- The field of communications offers students varied opportunities to develop and apply their skills. The student radio station, WMCR, has given many students the opportunity to develop professional skills and to find immediate job placement. For others it has been a way to apply knowledge gained in electronics, English, music, and government classes. The student newspaper, *The Oracle*, gives students these same opportunities. Students also have the opportunity to work on *Ravelings*, the college yearbook, and *Wells Elevator*, the literary magazine. Students may also become skilled in the use of audio-visual equipment, including closed-circuit television.

- Audio-visual services is an integral part of educational technology and a specialized career area in the field of communications. The audio-visual office on campus offers both advice on communication equipment and experience in photography (still and motion picture with sound adaptation), drawings, lettering, copies, transparencies, graphs, posters, video-taping, audio-recording (with sound on sound, sound with sound, echo effects, dubbing, synchronization, and mixing of multiple sound sources), sound reinforcement, and multi-media systems. Services of the audio-visual office, its director and staff, are available to faculty members and students preparing projects for class assignments, special projects, individual study, independent study, and campus activities.

■ **Athletics and Recreation.** Monmouth is a member of the Midwest Collegiate Athletic Conference.* Monmouth's "Fighting Scots" compete in ten varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf, soccer, and tennis. Freshmen are eligible to compete in all varsity sports. Monmouth has a proud record of support for its athletic teams, and approx-

imately one of every six men participates in intercollegiate athletics.

The women's sports program includes competition in basketball, soccer, softball, tennis, and volleyball with colleges and universities in Illinois, Iowa, and Missouri.

The intramural sports program provides an opportunity for every student to participate in some type of competitive athletic activity as regularly as his or her interest, ability, and time permit. Students representing dormitories, fraternities, sororities, and independents are organized into teams that compete for trophies and awards. Activities include tennis, volleyball, cross country, table tennis, wrestling, swimming, basketball, bowling, handball, billiards, track, badminton, golf, softball, archery, and decathlon.

Lighted tennis courts are available on campus.

■ **Resident Life.** At Monmouth College, living in one of the residence halls offers opportunities for personal growth, intellectual development, social interaction, and involvement through active participation. A wide variety of living styles is available, and students working with the Community Life Committee maintain and review this breadth of choice. Within each living unit, which is self-governed by the students, a small micro-community is developed which works toward individual growth and the development of a rational, effective, and humane learning community. The staff of the Dean of Students' Office works with and supervises the staff of each of the living units.

Gibson Hall is constructed in a series of quads (four double rooms) around a shared bath with private outside entrances to each student room. Students living in Gibson have unlimited guest visitation. Quads for men and quads for women are available for upperclass students only.

Winbigler Hall for men is built in the traditional residence-hall style with a comfortable lounge and television room. It is carpeted to eliminate excessive noise. Winbigler residents also have unlimited guest visitation hours, and students living there must be 18 or have parental permission. All room furnishings are movable.

McMichael Hall for freshman women features large rooms, wash basins in the rooms, large clos-

*Other members of the conference are Beloit College, Carleton College, the University of Chicago, Coe College, Cornell College, Grinnell College, Knox College, Lake Forest College, Lawrence University, and Ripon College.

ets, high ceilings, carpeted lounges, and proximity to the Student Center, dining room, and classroom buildings. All furniture in student rooms is movable, and room decor is almost limitless. McMichael has a restricted visitation policy.

Liedman Hall has eliminated the long-corridor effect of the more traditional living centers. The 24 women on each floor live in double rooms or suites of four surrounding a floor lounge, bathrooms, and extra storage closets. The furniture in the rooms is modern in design and largely built-in for efficiency.

There is also a large recreation room in the basement to provide for group social events. Liedman has unlimited guest visitation hours, and women living there must be 18 or have parental permission.

Cleland Hall for freshman men is built in towers. It features modern design and lounges in each wing that are adequate to serve as living rooms or areas for entertaining. The room furniture is built-in for efficiency and maximum utilization of space. The recreation room located in the basement provides an area away from student rooms for social func-





tions. Cleland Hall has a restricted visitation policy.

Grier Hall was the second dormitory built on the campus. Built in traditional style with central corridors and a gracious lounge, it houses women students. The furniture, which is movable and constructed of wood, is compatible with the style and structure of the building. Grier Hall has long been known by the students as a spacious, well-lighted, and gracious living center. Two floors have recently been renovated for regular student housing. Some rooms will continue to be available as guest rooms.

The Fraternity Complex, opened in 1966, houses three of the six national fraternities on campus. The other fraternities maintain houses adjacent to the campus.

The latest statement on housing, established by the Monmouth College Senate and consistent with the concept of a residential college, is that all students must live on campus except for those who

are married or living with their immediate families in the Monmouth area.

Each spring, returning students sign up for rooms based on their preferences. During the summer, new students are sent housing request forms which describe available housing. Every attempt is made to honor students' living unit preferences.

Each residence hall has a head resident and several resident assistants. Each unit also elects a Residence Hall Council. The Residence Hall Council and the residence hall staff work together to help students find satisfying individual and collective life-styles which stay within the guidelines stipulated in the student handbook.

All residence units are locked at 11:00 P.M. on weeknights and 12:00 P.M. on weekends. Each resident is provided with a key allowing him or her access at all times.

Students of legal age are permitted to use alco-

holic beverages within the privacy of their own rooms. Alcoholic beverages are not permitted in public places or at public events. The College also adheres to state and federal laws regarding the use of other drugs.

Students are permitted to bring motor vehicles to campus after proper registration.

Most students dine in the Student Center Dining Room. Students living in the Fraternity Complex have their private dining facilities, as do two of the three fraternities with their own living units.

Private dining rooms are available in the Student Center for special occasions. All resident students are required to take their meals on campus.

■ **The Campus.** Monmouth's campus residence units are conveniently arranged so the student can walk to any other campus building within a few minutes. Graceful residences surround the campus, which is only a ten-minute walk from the local theater, shopping district, and public library.

For more than 60 years students at Monmouth College have prepared for the demands of modern society in Wallace Hall, the main academic building on the campus. It contains classrooms, faculty offices, faculty and student lounges, the computer center, a language laboratory, and study carrels.

The Hewes Library, completed in 1970, is fully carpeted and air-conditioned. It provides various kinds of study spaces, including individual study carrels, seminar rooms, lounge areas, and a reading terrace for outdoor study during warm weather. Each year the faculty, students, and library staff select materials to enrich the collection, which now totals 165,000 volumes. More than 800 American and foreign periodicals are currently received, and the library has been a partial depository for U.S. government documents since 1860.

To provide rapid interlibrary service, the library is linked by teletype with other ACM libraries, a periodical bank in Chicago, and the Illinois Library Network. Monmouth is also a member of a computer network, OCLC, which provides access to the collections of more than 1,500 other libraries. In addition, the College participates in a shuttle service which delivers materials between area college and public libraries.

Open access to materials and a liberal term loan

policy encourage students to make use of the collection. Librarians are available to help students find the materials they need during most of the hours the library is open.

Haldeman-Thiessen Science Center contains lecture rooms, laboratories for biology, chemistry, geology, physics, and psychology, faculty offices, and a science library. The building is constructed with laboratories and lecture rooms radiating from the central utility core.

McMichael Academic Hall was formerly the science building. It now houses the Department of Economics and Business Administration, the Department of Education, and the offices of the student newspaper, *The Oracle*.

Carnegie Hall includes the Student Development Office, the college bookstore, a place for drama workshops, and offices for the history and government departments and the college yearbook, *Ravelings*.

The Auditorium is used for all major lectures and for musical and religious programs. Austin Hall, home of the Music Department, includes practice rooms, classrooms, a record and music library, and faculty offices. Located on the east side of the campus is the Art Center, with library, foundry, and gallery, as well as studios for painting, drawing, and print-making. Most college theatre productions are staged in the Little Theatre.

The Monmouth College Student Center is a center for all members of the college community and provides social, recreational, and cultural activities. A snack bar, coffeehouse, billiard room, bowling alley, radio station, dining room, and several conference rooms and lounge areas characterize the building, which also houses the offices of the Student Center staff, the Student Association, and the food service.

■ **Student Development Services.** The staff of the Student Development Office is committed to fostering, through personal contact, skills, services, programs, residential living, and personal example, a community that is responsive to each person's need for importance, purpose, community, and caring. The people and services are provided to help the student design the most meaningful experiences in his or her life. These services are coordi-



nated through the Dean of Students' Office.

•Counseling and Career Development. Beginning with orientation in the fall, there is an emphasis on helping each student develop educational and vocational goals. A faculty member is assigned as an adviser based on the student's initial academic interest. Students may change advisers at any time by initiating a request with the Registrar.

A college counseling service is available to all students to help them deal effectively with concerns about self-education, relationships with others,

sexuality, study habits, home problems, and other matters. Members of the student development staff and residence hall staffs are also available for consultation. The development of confidence in self and the establishment of independent resourcefulness in life-planning are important parts of education.

For the benefit of all students seeking to determine educational and career goals, the Career Development Office provides a variety of services.

Students are provided assistance individually, in

special group meetings, and through publications. As an adjunct to pre-enrollment, achievement testing, interest surveys, and personality inventories are administered to assist students in arriving at realistic career and educational goals.

Materials for self-help in career planning include a large collection of recorded career interviews, including a number made by alumni, and a large collection of books, brochures, and pamphlets describing careers and companies.

Students considering graduate study are offered assistance in applying for graduate schools admission and financial aid. A large collection of catalogs of graduate and professional schools is available.

Placement services provided by the Career Development Office include the establishment and maintenance of centralized, cumulative professional credentials and resumes, the coordination of on-campus job interviewing, and the publication of job information.

- Health Center.** Monmouth College maintains a campus nursing service and liaison with Community Memorial Hospital and local physicians. A registered nurse is on duty during the day for referral and emergency treatment.

Medical advice by the staff and non-prescription medicines are available without charge at the Health Center.

Students are advised to ensure that they are covered by their family's health and hospitalization protection plan or have their own individual plan. A supplementary insurance program is available to students at a small charge.

A pre-entrance physical examination by a physician is part of each student's enrollment requirements.

- Financial Aid.** The Director of Financial Aid helps students meet their financial obligations. In addition to scholarships and loans, students may arrange campus employment through this office. Specific information on financial aid may be found elsewhere in *The Monmouth College Catalog*.

- Religious Life.** Throughout its history, Monmouth College has maintained a close affiliation with the church of its founders, today the United

Presbyterian Church in the U.S.A. The College affirms that it is important for people to have a faith upon which they base their lives. While not attempting to intrude on a student's beliefs, the College accepts the responsibility of challenging each student to explore the spiritual dimensions of life.

Through a variety of programs, including worship services on campus, spiritual retreats, field trips, and church visitations by student groups, the religious life of students is stimulated and enriched.

The College actively supports cooperative endeavors in ecumenical programs and brings religious leaders of many faiths to the campus to speak in worship settings, conduct seminars, lecture in classes, counsel students, and contribute to a better understanding of religious faith and a deeper appreciation of the value of religious life.





Admission to the College

■ **Admissions Policy.** Monmouth College admits qualified men and women without regard to their geographic, cultural, economic, racial, or religious backgrounds. Primary considerations for admissions decisions are academic achievement, academic aptitude, and personal qualifications.

The following is suggested as a good high school program in preparation for study at Monmouth College: English, four years; mathematics, three years; and two or more years each of history, foreign language, social studies, and laboratory science. As an elective, typing is recommended.

■ **Consideration for Admission.** In keeping with the philosophy of the College, each applicant for admission is evaluated on his or her individual merits. The College does not arbitrarily make admissions decisions on the basis of single test scores or other isolated credentials but rather seeks to develop a comprehensive understanding of each applicant's abilities and potential. Personal qualities such as motivation, goals, maturity, and general character are considered as part of this process.

Applicants should have graduated from an accredited high school or equivalent with satisfactory completion of 15 units of credit, including English, history, social science, mathematics, and natural science. A unit is a subject carried for one school year.

■ **Types of Application.** Monmouth College has two types of admission for freshman students.

- **Regular Admission.** Candidates apply after completion of the junior year of high school.

- **Early Admission.** Students may accelerate their educational programs while in secondary school and enter college after three years. Candidates

making application for early admission should present unusually strong academic credentials, give evidence of the academic and social maturity necessary to succeed in college, and have the enthusiastic support of the secondary school in which they have been enrolled.

■ **Application Procedure.** To be considered for admission, a student must send the application for admission together with a non-refundable application fee of \$15.00 to the Director of Admissions, Monmouth College, Monmouth, Illinois 61462. In addition, the applicant should have the following materials sent to the Director of Admissions: the high school transcript, ACT or SAT scores, and two personal recommendations. Application materials are enclosed in the *Monmouth College Viewbook*.

■ **High School Transcript.** An official transcript of the high school academic record must be sent by the high school to the Director of Admissions. A final transcript will be required at the completion of the senior year.

Applicants who have not been enrolled in school for a year or more should prepare a statement describing their activities since last enrolled.

■ **Entrance Tests.** Monmouth College requires applicants to submit the results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Because test scores are considered when making the admissions decision, applicants are advised to take the test during the spring of their junior year or early in the senior year, preferably not later than January. High school guidance offices have information on the test, test dates,

testing centers, and registration procedures.

■ **Notice of Admission.** The Admissions Committee takes action on each application for admission when all requested materials are received. Applicants are normally notified of the admissions decision within ten days. Notice of an initial deposit of \$100 is included in the letter offering admission. Payment of this fee is due on the date specified in the letter of admission. Fifty dollars is credited toward the first term's charges, and \$50 is held by the College and credited to the student as a damage deposit. It is refundable upon graduation, provided no outstanding charges are due.

■ **Advanced Placement and Credit.** Monmouth grants advanced placement and credit or advanced placement without credit to entering students who

demonstrate college-level proficiency in certain subjects. The Advanced Placement Program (APP), the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEb), and departmental examinations and interviews are among the options available for the demonstration of proficiency.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void high school units necessary for admission. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who teaches the course, the chairman of the department concerned, and the student's faculty adviser.

■ **Transfer Students.** Applications for admission from students who have attended other accredited



colleges and performed satisfactorily there are welcome at Monmouth. Transfer applicants are required to follow regular admissions procedures and also submit official transcripts of their records from each college attended. If a transfer applicant has been out of college one or more terms, a statement must be provided indicating why the student left college, what he has been doing since leaving college, and why he wishes to return.

An evaluation of the previous college transcript will be included with the offer of admission and will deal with the units of credit accepted at Monmouth and how these meet the graduation requirements of Monmouth College. The last nine term courses in the student's academic program must be taken at Monmouth.

Transferred credits are entered on the student's academic record but are not included in the computation of the grade-point average at Monmouth College. Further information about transfer credits may be found on page 35 of *The Monmouth College Catalog*.

■ **International Students.** Monmouth welcomes applications for admission from students of all nationalities. In addition to following the standard application procedures, international students should submit: 1) results of the Test of English as a Foreign Language (TOEFL), 2) a one to two page handwritten statement explaining their educational goals and their reasons for wanting to continue their education in the United States, and 3) certification of the amount and source(s) of financial support that will be available to them while studying in the United States. International applicants should be prepared to pay all normal college charges and miscellaneous expenses during the regular academic year, living expenses during vacation periods, and transportation expenses.

Monmouth College is authorized under federal law to enroll non-immigrant alien students.

■ **Special, Part-Time, and Reentering Students.** Special students are defined as those who are not candidates for a degree. Permission to register as a special student must be obtained from the Dean of the College prior to the beginning of the term. Should a special student decide to become a

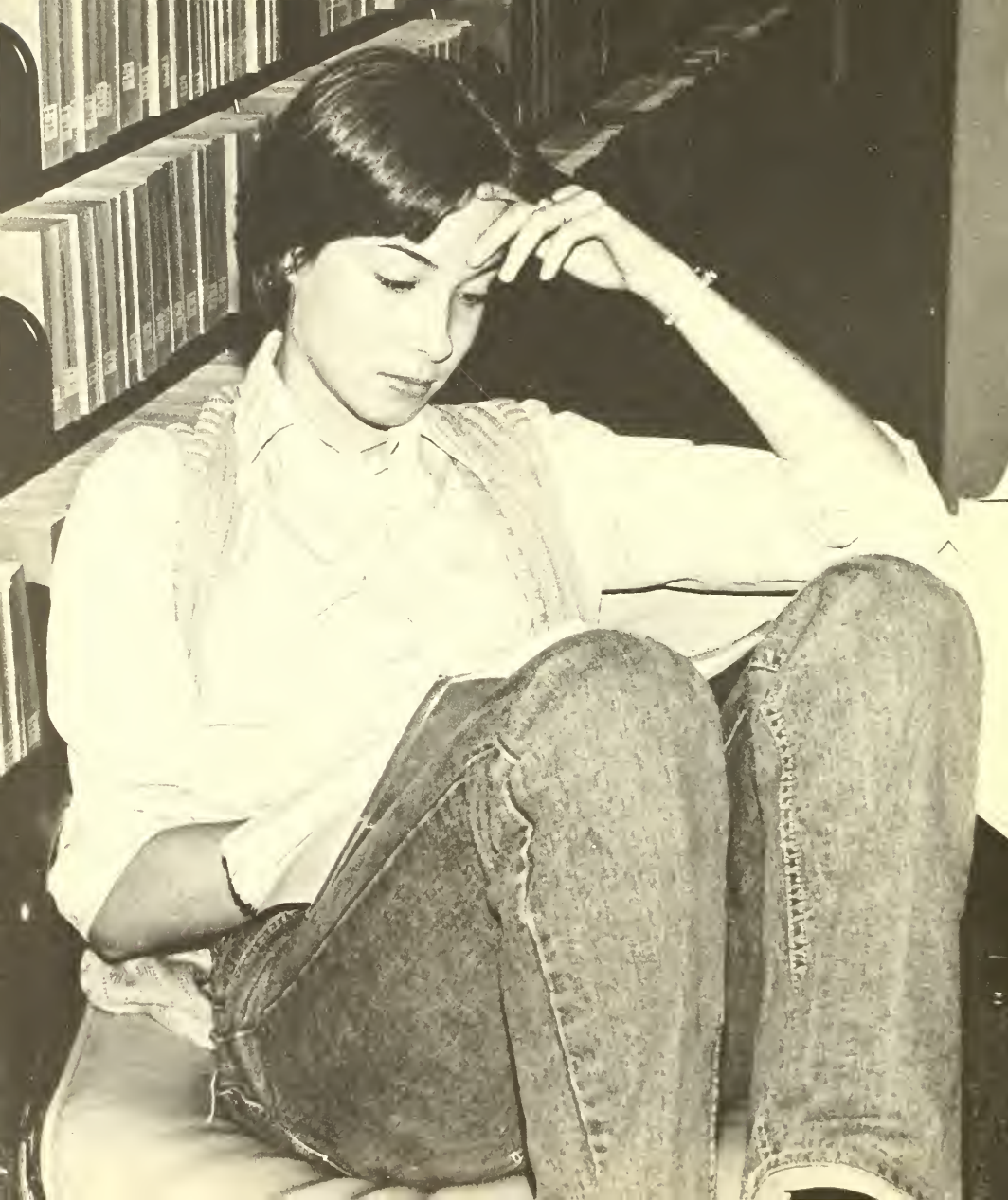


degree candidate, the regular admissions procedure must be completed.

Part-time students are those who register for fewer than two courses per term. Permission to be a part-time student must be obtained from the Dean of the College prior to the beginning of the term.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the Dean of the College prior to the beginning of the term.

■ **Campus Visits.** Visitors to the campus are always welcome. The Admissions Office is open from 8:00 A.M. to 4:30 P.M. Monday through Friday and until noon on Saturday. Please inform the Admissions Office in advance of your visit. Write to the Admissions Office, Monmouth College, Monmouth, Illinois 61462, or call (309) 457-2131.



Scholarships and Financial Aid

■ **Program Objectives.** Monmouth College gives financial aid to encourage students with promise and to honor students of outstanding merit. No worthy student interested in the education Monmouth offers should fail to apply for admission because of an inability to meet costs.

Financial assistance is offered to students who are most likely to benefit from and contribute to the Monmouth College community. Academic achievement, special talents, future promise, and financial need are all considered in selecting individual students to receive assistance.

■ **Student Responsibility.** The acceptance of financial aid places certain obligations upon the student recipient. The student is expected to do the best work possible in the academic program in which he or she is enrolled. It is also anticipated that the student will display loyalty to the institution, characteristics of good citizenship, and actions and attitudes which will reflect favorably on the College.

Certain kinds of aid also obligate the student to employment responsibilities in which the above qualities are expected to be demonstrated. Since much of the financial aid comes from individuals and groups dedicated to the cause of Christian higher education, the acceptance of such aid places an obligation upon present students to be supportive of these needs for others in the future.

■ **Eligibility.** Financial aid administered by the College is considered supplemental to the family contribution. Monmouth College strives to assist the student who will help himself and whose family will help to its maximum ability.

A student must normally be classified as a full-

time student to qualify for federal and state assistance. A student must also make satisfactory academic progress, as outlined on page 34 of this catalog.

No financial assistance other than National Direct Student Loans is normally available for either the interim or summer session.

A student may be considered for financial aid for 12 terms or until completion of the Bachelor of Arts degree, whichever occurs first.

To be considered for financial assistance from Monmouth College, students should submit applications for all other financial aid for which they are eligible.

■ **Application Procedure.** New students, both freshmen and those transferring, should indicate on the application for admission that they seek financial assistance. Students already enrolled are provided instructions and forms by the Financial Aid Office in the winter term preceding the year for which they are applying for financial assistance. Application for financial aid must be made each year. All students applying for financial assistance should complete the following procedures:

1. Submit the Financial Aid Form (FAF) of the College Scholarship Service. The FAF is available from high school guidance offices and the Monmouth College Admissions and Financial Aid Office. The completed form, with the appropriate fee, should be submitted as soon as possible after January 1 for the next academic year to the address shown in the FAF instructions. Approximately three weeks is required for processing of the FAF.

2. All Illinois residents applying for financial assistance must apply for the Illinois State Monetary Award. Forms are available from high school

guidance offices and the Monmouth College Admissions and Financial Aid Office. The completed form should be mailed to the Illinois State Scholarship Commission, 102 Wilnot Road, Deerfield, Illinois 60015. There is no application fee. Awards are announced approximately six weeks after completed applications are submitted.

■ **Determination of Financial Need.** Monmouth College uses the College Scholarship Service (CSS) to assist in determining a family's ability to meet college expenses and the student's need at Monmouth. An applicant for financial aid must submit the Financial Aid Form to the CSS.

An applicant will be considered for financial aid as soon as the FAF has been received from the College Scholarship Service and the student has been admitted to Monmouth College. Offers of financial assistance are made throughout the year, but applicants are urged to make early application, as consideration can be given only if funds are available.

The CSS analysis of the FAF provides a standard basis from which financial assistance is determined; however, all awards are made by the Financial Aid Office.

■ **Types of Assistance.** Financial assistance may include scholarships, grants, loans, and part-time campus employment. Scholarships and grants are gift awards and do not have to be repaid. Loans and campus employment are considered self-help awards, since repayment or performance of duties is required.

The type of financial aid awarded depends upon the student's financial situation and the funds available for various types of aid. Monmouth College financial aid is generally a combination of gift and self-help assistance.

Assistance is offered on an academic-year basis with one-third of the scholarship, grant, and loan assistance credited for each of the three regular terms. Should a student not enroll for all three terms, only that portion of the award will be made for the period of attendance. Campus employment earnings are paid directly to the student on a monthly basis.

■ **Scholarships and Grants.** Numerous scholar-

ships and grants-in-aid are available to qualified students at Monmouth College.

- **Illinois State Monetary Award.** The Illinois State Monetary Award is administered by the Illinois State Scholarship Commission. The award is non-competitive and is available to Illinois residents who demonstrate need.

All Monmouth College financial aid applicants residing in Illinois must make application to the Illinois State Scholarship Commission for the award. These forms are available from high school guidance offices and the Monmouth College Admissions and Financial Aid Office.

- **Basic Educational Opportunity Grant.** The Basic Educational Opportunity Grant (BEOG) is a program administered by the federal government. It is limited to U.S. citizens and permanent residents. Students enrolled on either a full-time or part-time basis are eligible to apply. Grant amounts are determined by the federal allocation of funds to the program, the amount the family is expected to contribute, and the cost of attending the institution.

Application for the BEOG is made when filing the Financial Aid Form. Authorization to release the information from the FAF to the BEOG program is made by so indicating on the FAF.

- **Supplemental Educational Opportunity Grant.** The Supplemental Educational Opportunity Grant (SEOG) program is a federally funded program for students with exceptionally high financial need. SEOG funds may not exceed 50 percent of the total aid made available to the student. Students must be classified as at least half-time to be eligible for SEOG funds.

The funds are allocated to the College and are then awarded by the Director of Financial Aid.

There is no separate application for this program.

- **Monmouth College Awards.** Students are eligible for these awards based on their financial need and their academic achievement, special talent, skills, or leadership qualities.

The Financial Aid Form must be filed to assist in determining financial need.

To retain a Monmouth College Award after the first year, the student must maintain satisfactory academic progress as outlined in this catalog.

The total assistance for resident students receiving Monmouth College Awards will normally not

exceed the total amount charged for tuition, fees, room, and board. For commuting students receiving Monmouth College Awards, assistance will normally not exceed the total charged for tuition and fees.

For students participating in off-campus programs, the award for the term(s) in which the student is off campus will normally not exceed the total charges collected by the College. Students need to be aware that some of the financial aid awarded may not be applicable to certain off-campus programs.

A list of the scholarships, prizes, and endowed funds available to Monmouth College students is printed on pages 107–109 of this catalog.

■ Monmouth College Honor Scholarships.

Monmouth College offers Honor Scholarships to outstanding entering freshmen. The purpose of the award is to recognize students of high academic ability and achievement. Eligible students rank in the upper 15 percent of their high school class and have high combined SAT or composite ACT scores. Applicants must also demonstrate leadership in high school or community affairs or exceptional talent and have strong recommendations from teachers or counselors.

Receiving an Honor Scholarship guarantees that the student will receive a minimum amount of gift assistance, ranging from \$500 to \$1,500 each year. Financial need is not a requirement. Because Honor Scholars who have financial need may be eligible to have part or all of the Honor Scholarship guarantee met by outside sources, Honor Scholars must submit the FAF and apply for all other gift assistance for which they may be eligible. Illinois residents must also apply for the Illinois State Monetary Award.

Monmouth College scholarship applications and information sheets are available from the Monmouth College Admissions and Financial Aid Office.

■ Monmouth College All-Expense Scholarship.

This scholarship recognizes students of exceptional ability and achievement. One scholarship is awarded each year and is renewable. The scholarship equals the amount charged for tuition, general fees,

21 meals per week served in the main dining room, and a double-occupancy dormitory room. Monmouth College Honor Scholars who rank in the upper five percent of their high school class and have a combined SAT score of 1200 or higher or a composite ACT score of 28 or higher are eligible for consideration. Applicants are evaluated with a special examination and an interview on campus during the spring preceding the students' freshman year at Monmouth.

Financial need is not a requirement, however applicants must submit the FAF and apply for all other gift assistance for which they are eligible. Illinois residents must also apply for the Illinois State Monetary Award. Monmouth pays the difference between any gift assistance for which the student is eligible and the expenses listed above.

Monmouth College scholarship applications and information sheets are available from the Monmouth College Admissions and Financial Aid Office.

■ Warren, Henderson, Mercer, and McDonough County Tuition Grant.

Monmouth College makes this grant available to students who have graduated from a high school in Warren, Henderson, Mercer, or McDonough counties and who continue to reside there to assure them of receiving at least \$1,000 gift assistance toward educational expenses at Monmouth.

Students eligible for other gift assistance must complete applications for such assistance, and a tuition grant will be added to the amount of the other gift assistance up to a total of \$1,000. The tuition grant will not be added to other aid which would increase the student's total gift assistance to more than \$1,000. If the student has established financial need justifying a larger amount of aid, other types of aid may be used to further assist the student.

Students must file the Financial Aid Form to be eligible for this grant and must apply for all other gift assistance for which they may be eligible.

The student may live either on campus or at home.

■ National Presbyterian College Scholarship.

Monmouth College sponsors a number of National

Presbyterian College Scholarships which are available on a competitive basis to entering freshmen. Applicants must be communicant members of the United Presbyterian Church, U.S.A., and must take the Scholastic Aptitude Test (SAT) no later than the December administration. Application forms may be obtained by writing to: National Presbyterian College Scholarships, The United Presbyterian Church, U.S.A., Vocation Agency, Financial Aid for Studies, 430 Interchurch Center, 475 Riverside Drive, New York, New York 10027. Applications must be filed by December 1 of the applicant's senior year.

■ **National Merit Scholarships.** Monmouth College participates in the National Merit Scholarship program. National Merit Scholarships are available to seniors in all secondary schools in the 50 states, the District of Columbia, and certain territories and possessions. Awards are competitive, and the amount of stipend ranges from \$100 to \$1,500 annually depending upon financial need. Program qualifications and application procedures may be obtained from the National Merit Scholarship Program, One American Plaza, Evanston, Illinois 60201.

■ **Student Loans and Employment.** Various types of loans are available to students at Monmouth College who meet the necessary requirements. Some on-campus student employment is also available.

• **National Direct Student Loan.** The National Direct Student Loan Program permits a student to borrow up to \$5,000 for undergraduate educational costs, with a maximum of \$2,500 for the first two years, at an interest rate of three percent. Applicants are required to demonstrate financial need and to be enrolled at least half-time. Repayment begins nine months after the borrower ceases to be enrolled at least half-time.

Partial cancellation at specified rates is possible for borrowers who teach the economically, mentally, emotionally, or physically handicapped, who teach in the Headstart program, or who are veterans of combat areas. Loans are administered by the Monmouth College Financial Aid Office, and appropriate forms are sent to the student at the time the loan is made.

• **Guaranteed Loan Program.** This program is federally sponsored in conjunction with lending institutions. Students borrow directly from banks, savings and loan associations, credit unions, or other participating lending institutions. The maximum loan per year is \$2,500, and the maximum total for undergraduate study is \$7,500. The interest rate is seven percent, with the interest paid by the government while the student is enrolled at least half-time. Students begin repayment on a monthly basis nine months after the cessation of studies. The College must certify the need for the loan and does so after application is made to the lending institution.

Application forms are available at participating lending institutions and the Monmouth College Financial Aid Office.

• **United Student Aid Fund, Inc.** Loans granted through the United Student Aid Fund, Inc., are also available. This is a national non-profit corporation established to endorse bank loans at a maximum interest rate of seven percent to deserving college students who could not otherwise obtain such loans. The maximum loan per year is \$2,500, and the maximum total for undergraduate study is \$7,500. Applications are available from the Monmouth College Financial Aid Office or participating lending institutions.

• **Student Employment.** Part-time campus employment is an important part of the financial aid program at Monmouth College. Awards are based on the financial need and work skills of the student and the types of jobs available, including food service helpers, library assistants, residence hall assistants, and clerical work. Failure to complete job assignments will not obligate the Financial Aid Office to make job reassignments or substitute other types of aid. All campus employment is assigned by the Monmouth College Financial Aid Office with employment beginning when the appropriate forms are completed. Earnings are paid directly to the student each month. There are a limited number of off-campus jobs.

Application forms for campus employment are available at the Monmouth College Financial Aid Office.

■ **Renewal Procedure.** All financial aid awards are made for one academic year. Monmouth Col-



lege annually reviews the financial position of the student and his family. This annual review also permits the College to consider any change in educational costs. Award amounts may vary, depending on current need, availability of funds, and academic performance.

■ **Adjustment Due to Withdrawal.** Students who withdraw during a term will be subject to adjustments in their financial assistance. The adjustment of financial aid depends on the policies of the organization from which the aid came. If the particular agency or foundation has no policy for adjustment due to withdrawal, the adjustment will be made on the basis of Monmouth College policy.

The percentage of Monmouth College Awards applied to the partial term will generally be the same as the percentage of tuition charged for the partial term. For example, if 20 percent of the tuition is charged, up to 20 percent of the Monmouth College Award would be applied to the charge for the partial term. Adjusted Monmouth College assistance will not exceed the net charges, however, and will generally not result in a refund to the student.

The Basic Educational Opportunity Grant, a fed-

eral grant, would be adjusted on the basis of the net charges for tuition, fees, room, and board for the partial term.

The adjustments in charges for a student who withdraws are explained in the section inserted in this catalog entitled "Tuition, Fees and Other Charges."

Adjustments in gift assistance because of withdrawal may result in an outstanding balance on the student's account which will be due and payable at the time of withdrawal.

Adjustments in loans are generally not made; any loan proceeds previously credited to the student's account remain the student's obligation. Students may wish to repay their National Direct Student Loan when they withdraw; if so, this must be done with personal funds rather than from gift assistance. National Direct Student Loan borrowers must have an exit interview with the Director of Financial Aid before leaving the campus.

Earnings from campus employment for the time worked up to the date of withdrawal will be paid to the student on the next scheduled date of pay.

All adjustments in financial assistance will be made by the Director of Financial Aid.



The Academic Program

■ **Three-Three Program.** The three-term, three-course curriculum, adopted in the fall of 1962, has given depth to the educational program of Monmouth College. The three-three program divides the academic year into three ten-week terms. Terms end at Thanksgiving, mid-March (followed by spring vacation), and early June. A student normally takes three courses per term. One term course equals 3.33 semester hours, and a laboratory course equals four semester hours. Thirty-six term courses are required for graduation.

The Monmouth College academic calendar may be found in an insert in this catalog.

■ **Acceleration.** Although the standard length of time needed for graduation in the three-three program is four academic years, a number of possibilities exist for students to complete their degree work in less than four years.

- **Interim and Summer Session.** In addition to the basic three-three calendar, the College offers additional courses in an intensive study term during the Thanksgiving-Christmas interim and in a summer session in June and July. It is possible for the student to earn one term credit during the interim and two term credits during the summer session.

- **Credit by Examination.** A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination administered by the department concerned and sufficiently comprehensive to demonstrate mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, individual departments may set higher standards. A student may not earn credit by examination for

any course for which credit has already been earned. A maximum of one course credit per term can be earned through credit by examination. Credit by examination will not be permitted for any course on a more elementary level than one for which the student has already earned credit. Course credits received by examination do not apply toward meeting requirements for a major. The fee for credit by examination is noted on the insert. Fractional courses are charged at the fraction of the fee for one term course.

Prior to taking such an examination, a student must secure a form from the Office of the Registrar on which to get the written approval of the adviser, the chairman of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the scope of the examination and whether the department requires higher than a C to grant credit.

- **Fourth Course.** A student is permitted to register for a total of four term courses if the student has achieved at least a 3.00 grade-point average in each of the two preceding terms or has a cumulative average of at least 3.00. A senior in good academic standing may register for four courses if the student is (a) within four courses of graduation, (b) within six courses of graduation at the beginning of third term and plans to graduate at the end of the summer session, or (c) within five courses of graduation at the beginning of first term and plans to graduate after attending the interim session.

■ **Advanced Standing at Monmouth College.** At Monmouth College, a variety of alternatives for advanced standing is available. Advanced standing provides new students with the opportunity to receive college credit, a possible reduction in distribu-

tion requirements, and placement in courses at an advanced level.

- **Advanced Placement Tests.** These standardized tests are given nationwide by the College Entrance Examination Board to high school seniors. A new student who does well on these tests may receive advanced standing or course credit for that achievement if the department concerned authorizes it.

- **College Level Examination Program (CLEP).** College credit is offered for any subject examination which has content comparable to a regular Monmouth College course. Comparability is to be decided by the appropriate department with appeal to the Petitions and Academic Status Committee. The 50th percentile shall be the minimum passing level. The Dean of Students oversees the administration of CLEP examinations, which are offered at least once each term. Credit is recorded in the same manner as transfer credit, that is, no grade is assigned, simply credit. CLEP examinations may not be used to meet the laboratory science distribution requirement. CLEP credit may not be substituted for repeating a Monmouth College course.

- **Institutional Achievement Tests.** These are standardized tests or departmental tests in foreign languages, chemistry, and mathematics that are administered each fall during New Student Orientation. The results are used to determine a student's placement in the language, chemistry, or mathematics curricula.

■ **Requirements for Graduation.** Monmouth offers the Bachelor of Arts and the Associate of Arts degrees. Requirements are designed to encourage each student to explore the major areas of the liberal arts and to examine intensively his or her field of interest.

- **Associate of Arts.** A student qualifies for the A.A. (Associate of Arts) degree by making application and by (a) fulfilling all distribution requirements, (b) earning 18 term course credits, and (c) having a cumulative grade-point average of 2.00.

- **Bachelor of Arts.** A student qualifies for the B.A. (Bachelor of Arts) degree by earning a cumulative grade-point average of 2.00 or higher in a total of 36 term courses, including the courses needed to fulfill the distribution requirements. Each

student receiving the B.A. must complete a departmental, divisional, topical, or general studies major and must earn a grade of C or higher in each course counted toward the major.

For both degrees, the last nine term courses must be taken at Monmouth College.

- **Departmental Major.** A departmental major consists of a minimum of eight term courses in one department. A specific department may require more than eight courses, a comprehensive examination, a senior thesis, or other work, including the Graduate Record Examination.

- **Divisional Major.** A divisional major consists of a minimum of 12 term courses in one division (at least six of which must be at the 300 or 400 level). The program for the divisional major must be approved by co-advisers from two departments within the division.

- **Topical Major.** A topical major consists of a minimum of 12 term courses (at least six of which must be at the 300 or 400 level) chosen from two or more departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the Petitions and Academic Status Committee and will be under the direction of an adviser appointed by the committee. Requests for topical majors should be filed at least one year before the expected graduation date.

- **General Studies Major.** The general studies major is designed for the student who wishes the broadest possible exposure to different fields of study. The major consists of eight 300 and 400 level courses, including two independent studies or one off-campus program.

- **Distribution Requirements.** Distribution requirements help a student acquire a broad liberal arts education and discover new aptitudes and interests. Through these requirements, usually fulfilled during the first two years, the student is introduced to the many areas of human knowledge and to several different methods of scholarly investigation. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

1. **Language and Communication.**

A. Two term courses, one from each of these areas: 1) English Composition: English 101 or 110;

2) Speech Communication Arts: SCA 101, 106, 121, 201, 203, 301, 305, or a designated special course.

B. Foreign Language Competency: Successful completion of Greek, Latin, or Modern Foreign Language at the 102 level. A language other than those taught at Monmouth College may be substituted if proper examination procedures can be arranged. (In these cases proficiency shall be required at the level of the courses listed above.)

2. Natural Sciences and Mathematics: Three term courses. Biology, Chemistry, Geology, Physics, and Mathematics: three term courses from at least two departments, including two term courses with laboratory.

3. Social Science and History: Three term courses. Economics and Business Administration, Government, History, Psychology, and Sociology: three term courses from at least two departments.

4. Humanities and Fine Arts: Four term courses. Literature (including any 300 level or higher Modern Foreign Language literature course), Classics (at the 200 level or higher, excluding 224), Philosophy, Religious Studies, and Fine Arts (Music, Art, or Theatre Arts): four term courses, at least one term course from each of three areas listed above.

■ **Degrees.** Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but Commencement will be held in June. The senior year must be spent in residence at Monmouth College.

Candidates for the Associate of Arts degree must make formal application to the Registrar two terms in advance of their expected completion of the requirements.

■ **Seminars and Individualized Study.** Individualized study is available to all students at Monmouth College and can take several forms, including internships, work-study programs, self-paced learning, programmed learning, seminars, and traditional independent studies.

Individualized study may involve one or a small group of students, is not necessarily bound by traditional calendar or term divisions, and can occur

either on or off campus. Limitations are few. If a student wishes to do a project involving off-campus study or a project involving multiple term course credits, the Dean of the College must give approval.

Individualized study programs may be initiated or completed at any time during the year without the payment of late registration or change of registration fees. The program must not, however, constitute an overload for the student unless prior consent for the overload has been secured through the Petitions and Academic Status Committee. All courses taken under individualized study procedures should use existing college catalog numbers.

In any individualized study project, it may be to the advantage of the student and instructor to agree in writing about the details of the learning experience to be undertaken. This plan of study, signed by both the student and instructor, could ensure that both are aware of the boundaries of the study and the specific requirements for completing it. On completion of the course, this plan of study could be forwarded to the Registrar along with the course grade to provide a succinct transcript record of the form and content of the project. If a written agreement is not used for a project, it is the instructor's responsibility to submit to the Registrar a précis of the study along with the grade in all cases where the course number is not sufficiently explanatory of content or procedure. A student or faculty member has the right to insist on a written agreement if he or she feels it would be beneficial. During the course of individualized study programs, there must be a minimum of four occasions on which there is consultation and examination of work done at which both the instructor and student are present. In the case of the Washington House program, where work is done off campus, there shall be at least four times in the term when there is communication between the student and the instructor in charge.

Credit for individualized study will be assigned for the term in which the student registered for the course. At traditional grading junctures, continuing individualized study projects should receive the IP grade. If the project has been planned so as to go beyond two terms, the department chairman should authorize an extension of the IP grade as indicated in the current grading procedures.

The student will normally initiate his or her individualized study project, but actual registration for it depends upon the student's qualifications to undertake the work desired and the willingness of an instructor to supervise it.

■ **Attendance.** Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind, and all examinations. However, students need not apply to have absences excused and need not explain class absences.

2. A student whose record in a course is suffering because of frequent absences may be required by the instructor or the Dean of the College to explain all absences during the remainder of the term. A student continuing to miss classes after a warning may be dropped from the course with a grade of F. This action may be taken at any time during a term.

■ **Registration.** Students must register for all courses for which credit is desired. Students must assume responsibility for seeing that they are properly enrolled in each course. During the sixth week of each term, currently enrolled students will select courses for the following term. New students will select courses during the orientation period preceding the fall term. Courses are selected in consultation with the student's faculty adviser. All students must register during the first day of classes.

All changes in registration require the written permission of the course instructor and the student's adviser. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes.

Normally, students will register for three full courses each term. A full term course typically meets four or five times weekly for 50-minute periods, exclusive of laboratory sessions. Students taking fewer than 2.5 course credits may find their financial aid reduced.

A student is permitted to register for a total of

four term courses if he or she has achieved at least a 3.00 grade-point average in each of the two preceding terms or has a cumulative average of at least 3.00. The only exception is that a senior in good academic standing will be permitted to register for four courses if the student is a) within four courses of graduation, b) within six courses of graduation at the beginning of the third term and plans to complete graduation requirements during the summer session, or c) within five courses of graduation at the beginning of the first term and plans to complete graduation requirements during the interim.

■ **The Grading System.** Grades are assigned according to the following system: A, B, C+, C, D, and F. Other grades given in appropriate circumstances are WF (Withdrawn Failing), W (Withdrawn Passing), I (Incomplete), IP (In Progress), S (Satisfactory), U (Unsatisfactory), CR (Credit), and NC (No Credit).

- The W (Withdrawn Passing) grade is appropriate when a student withdraws from a course before the end of the sixth week. In order to withdraw from a course after the first week, a student must have the approval of the instructor of the course, the adviser, and the Dean of the College and pay a five-dollar fee.

- A student cannot withdraw from a course after the sixth week of classes except for illness or other circumstances beyond the student's control. The approval of the Dean of the College is necessary. If the student is permitted to withdraw after the sixth week of classes, the grade of W (Withdrawn) or WF (Withdrawn Failing) must be assigned, depending on whether the student is passing or failing at the time of withdrawal.

- The I (Incomplete) grade signifies that work in the course is incomplete due to illness or other circumstances beyond the student's control or that the instructor feels further evaluation is needed to determine the grade. If the I is not removed by the seventh week of the next term, the grade automatically becomes an F.

- The IP (In Progress) grade is appropriate for seminars and other individualized study courses in which the work of the course cannot be completed in one term. The appropriate letter grade will be given upon completion of the work, but it



automatically becomes an F if not completed by the end of the following regular term unless an extension has been authorized by the chairman of the department.

- The S (Satisfactory) and U (Unsatisfactory) grades are permitted for a limited number of courses. The S grade is appropriate to indicate a performance of C or higher; otherwise a U grade shall be given.

The following restrictions apply to the S/U grading system:

1. The S/U option is available only to sophomores, juniors, and seniors who have cumulative grade-point averages of at least 2.00.

2. A student may, with the adviser's approval, register on an S/U basis for one course per term to

a total of six courses, no more than two of which may be in the same department.

3. Students planning to take a course on an S/U basis should indicate this during registration. However, a student will be permitted to change registration from a regular grade basis to an S/U basis during the first week of the term and from an S/U basis to a regular basis during the first six weeks of the term.

4. The instructor shall not be notified which students are taking a course on an S/U basis. Each faculty member shall report regular letter grades, and the Registrar shall where appropriate convert the grades to S or U.

5. The S/U option is not available for any course that is being repeated.

■ **Grade-Point Average.** In addition to the grades described above, Monmouth College uses a grade-point average. In computing the average, an A equals four points, a B equals three, a C+ equals 2.5, a C equals two, a D equals one, and an F equals zero. A student's average is determined by dividing the number of points earned during the term by the number of graded term courses carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded term courses taken.

Courses transferred from other institutions are not included in calculating the grade-point average. Similarly, I (Incomplete) grades and IP (In Progress) grades are not counted as credit attempted or assigned any grade points until a grade has been assigned. The grades S, U, W, WF, CR, and NC are not included in the computation of the grade-point average.

■ **Warning Grades.** Students whose grade in a course is D or F at mid-term, that is, the end of the fifth week, are to be notified that their work is unsatisfactory.

■ **Appeals and Petitions.** Students wishing to appeal a grade should first consult with the instructor awarding the grade, then with the chairman of the department. Further appeal can be made by filing a petition with the Dean of the College, who may act or send the petition to the Petitions and Academic Status Committee of the faculty for its consideration. Forms for such appeals are available in the Registrar's Office.

■ **Standards of Scholarship.** Monmouth College attempts to challenge students to achieve their full academic potential. Faculty and staff are prepared to aid students in meeting this goal. The Dean of Students' Office coordinates the Educational Development Program and administers tests for any students seeking special help in the development of study skills. For students who wish to delve more deeply in an academic area than a regular course permits, personal independent study programs are encouraged. At various times in the four-year college experience, students are recognized and honored for high academic attainment.

• **Classification.** All students will be classified at the beginning of the fall term on the basis of the number of term course credits earned as follows: freshman, fewer than eight term courses; sophomore, eight but fewer than 16 term courses; junior, 16 but fewer than 25 term courses; senior, 25 or more term courses.

• **Academic Status and Suspension.** A student will be considered to be making unsatisfactory academic progress if the cumulative grade-point average falls below 1.60 when fewer than seven credits have been completed, 1.80 when at least seven but fewer than 19 credits have been completed, and 2.00 when 19 or more credits have been completed.

Any student making unsatisfactory progress at the end of any term will be counseled by the adviser or referred by the adviser to another person for academic counseling.

After a second term of unsatisfactory academic performance, a student will be automatically placed on academic suspension. The Petitions and Academic Status Committee shall review all such cases to determine if any exceptions should be made. The final decision regarding the suspension of a student is made by the Dean and the President of the College. Academic suspension is for one year unless early readmission is approved by the Dean of the College.

• **Readmission.** Any student seeking readmission after academic suspension must file a letter of petition for readmission with the Dean of the College. Readmission is not automatic but may be granted if the applicant presents clear evidence of having overcome the problems which resulted in academic suspension.

Students returning after academic suspension are subject to the supervision of the Petitions and Academic Status Committee.

• **Eligibility for Dean's List.** At the end of each term, students enrolled in three term courses, which may include one S/U course, with a grade-point average of 3.667 or higher for the term will be named to the Dean's List.

• **Eligibility for Honor Roll.** At the end of each term, students enrolled in three term courses, which may include one S/U course, with a grade-point average of 3.50 or higher will be named to the Honor Roll.

•College Honors at Graduation. Honors at graduation consist of College Honors, Departmental Honors, or both. College Honors recognize overall academic achievement as reflected in students' grades. Students with a cumulative grade-point average of 3.50 or higher are graduated *cum laude*. Students with a cumulative grade-point average of 3.75 or higher are graduated *magna cum laude*. Students with a cumulative grade-point average of 3.90 or higher are graduated *summa cum laude*.

•Departmental Honors at Graduation. Outstanding performance in the field of concentration will be recognized as a degree "with honors" in the appropriate subject. Individual departments will award this honor on the basis of criteria established by the particular departments.

■**Transfer of Credits.** Courses taken at other accredited institutions will be transferred on the basis of 0.3 term course credits per semester hour, provided that a grade of C or higher was received and that the course is acceptable at Monmouth College. Grades of courses transferred are not included in calculating grade-point averages.

Grades of D are accepted to fulfill distribution requirements without credit toward graduation.

For students enrolled at Monmouth College, written approval of the Registrar is required in advance for courses to be taken at another institution and accepted as transfer credit at Monmouth College.

Transfer of credits is not complete until the Monmouth College Registrar receives a certified transcript from the school at which the work was taken. Until that transcript is received, work which is to be transferred will not be considered in determining a student's academic status.

■**Junior College Transfers.** Any junior college graduate who has been admitted to Monmouth College and who has completed a college transfer program will be admitted with junior standing (that is, with 18 term courses of transfer credit).

All distribution requirements will be considered as having been met if the student's work at an accredited junior college approximates Monmouth College standards as determined by the Registrar. Guidelines include as a minimum: Natural Science and Mathematics, eight semester hours or 12 quar-

ter hours; Humanities and Communications, 18 semester hours or 27 quarter hours; and Social Science, ten semester hours or 15 quarter hours (History may count as either Humanities or Social Science).

A maximum of 18 term courses of junior college work may be accepted as academic credit for junior college transfer students holding A.A. or A.S. degrees from accredited institutions.

■**Disciplinary Suspension.** Transcripts issued after a disciplinary suspension period has been completed will make no reference to the penalty. Such suspension will be for at least the remainder of the academic term in which the action was taken, and no refunds will be made.

■**Auditing a Course.** Full-time students may audit courses without charge in addition to their regular academic program. The student, however, must have the written permission of the instructor and the approval of the Dean of the College before an audited course is listed on the student's permanent record. The student, with the instructor's written permission, may change the audited course to a regular credit course within the first six weeks of the term, provided the student is eligible to take the course for credit. Credit by examination cannot be earned for a previously audited course.

SPECIAL PROGRAMS

■**Special Study Programs.** Monmouth College offers special study programs in a variety of academic fields. Most of these programs carry full academic credit and involve off-campus study in geographic areas ranging from Japan to the Quetico-Superior wilderness in Minnesota.

■**Arts of London and Florence.** The Arts of London and Florence program (spring only) provides a broad introduction to the arts for the non-specialist student, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Students spend eight weeks in each city, with a one-week break between the two segments of the

program for individual travel. Course work in art and architecture, drama, and history or literature is supplemented by frequent visits to museums, galleries, and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars.

Length of program: February-May

Enrollment: 50 students (25 in London, 25 in Florence)

Eligibility: Sophomores, juniors, and seniors

Credit: 4.5 term courses

Application deadlines: March 15 for early applications, October 15 final deadline

■ **Business Internship Program.** In the junior or senior year the Monmouth College Business Internship Program is available and recommended for those who can take advantage of it. In any of the regular terms or in the summer, the student spends ten weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition to engaging in a serious learning experience with top-level, seasoned executives, the student performs a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also earns course credit for the research report or special study undertaken in connection with the internship. The Chicago chapter of the Young Presidents' Organization maintains an exclusive arrangement with Monmouth College in participating in this program. Other companies also participate. Students in the program earn one term course credit.

■ **Chinese Studies.** The Chinese Studies program provides an unusual opportunity for students interested in Chinese language and culture to combine academic study with firsthand experience. The program offers one or two semesters of study at the Chinese University of Hong Kong and a seven-week session in Taiwan. In addition to Mandarin or Cantonese language instruction, students may choose elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. The Taiwan session, designed to com-

plement and enrich the Hong Kong experience, provides another perspective, beyond Hong Kong, on Chinese culture and society. Intensive Mandarin language study and a seminar on Taiwanese society are combined with frequent field trips to Taipei and throughout the island. In Hong Kong, students live in dormitories with Chinese roommates; in Taiwan, housing is arranged with Chinese families in Taipei. An ACM/GLCA program in cooperation with the Yale-China Association.

Length of program: September-December (fall), January-April (spring), May-June (Taiwan)

Eligibility: Sophomores, juniors, and seniors

Credit: 4.5 term courses

Application deadlines: March 15 for all semesters

■ **East Asian Studies.** The Monmouth College Senate authorized the establishment of a distinctive East Asian Studies program in the fall of 1963. This interdisciplinary program is designed to enrich the entire curriculum and broaden the range of non-Western studies available to all students. It is of special value to students planning a career in business, foreign missions, or government service in East Asia.

The Boone Library is available to interested students by special arrangement with the owners.

■ **Florence.** The Florence program (fall only) offers serious students of art, history, Romance languages, and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding and appreciation of the richness of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing historical context and a broad perspective on Italian contributions to world civilization. This 15-week program is designed for those with some previous experience and knowledge of the fields to be studied.

Length of program: September-December

Enrollment: 20 students

Eligibility: Juniors and seniors with previous work in art, history, modern languages, or humanities; Italian language recommended

Credit: 4.5 term courses

Application deadlines: October 15 for early applications, March 15 final deadline

■ **Geology in the Rocky Mountains.** The Front Range, High Great Plains, and adjacent mountain ranges serve as classroom and laboratory for the study of the geologic history of the Rocky Mountains in this introductory field course. For pre-freshmen as well as currently enrolled students, Geology in the Rocky Mountains is designed to integrate course work and extensive field experience so that students learn through direct exposure to the geologic environment. Frequent field trips from the program's Colorado Springs base provide the opportunity to examine a wide range of rock types, minerals and fossils, geologic structures, and landforms. This on-site exposure is reinforced by written reports, lectures, discussions, and laboratory sessions.

Length of program: June–August

Enrollment: 20–25 students

Eligibility: All students, including entering freshmen

Credit: Two term courses

Application deadlines: April 15 for currently enrolled students, May 20 for entering freshmen

■ **High School Seniors' Honors Program.** Now in its 11th year, a cooperative program with Monmouth High School enables a limited number of highly qualified high school seniors to take courses for college credit.

■ **India Studies.** The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive orientation term, including language study at one of the ACM colleges, India Studies participants spend six months in Poona living with Indian families. At once traditional and highly industrialized, Poona is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students will be enrolled in the University of Poona, where courses designed to give historical perspective to various aspects of Indian culture will be offered. In addition to their course work, students will also complete the independent study projects begun during orientation. Past projects have included studies dealing with such diverse topics as village social structure; the joint family system;

trade unionism; Hindu, Jain, and Buddhist ceremonies and temples; folk art; and classical Indian music and dance.

Length of program: March–December

Enrollment: 15–20 students

Eligibility: Sophomores, juniors, and exceptionally qualified freshmen

Credit: Six term courses; nine term courses if orientation period is included

Application deadlines: April 15 for early applications, November 15 final deadline

■ **Japan Study.** After a summer orientation including intensive language study in a remote mountain village setting, a seminar on contemporary Japanese life and culture, and home stays with rural families, students spend six months at Waseda University's International Division in Tokyo. In addition to language study (required) and electives chosen from a wide range of Asian studies courses taught in English, students participate in an ongoing weekly seminar on Japan and pursue extended independent study projects in the humanities, natural sciences, and social sciences. Art students may be able to arrange apprenticeships with local artists. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in Japanese life. A GLCA/ACM program.

Length of program: July–February

Eligibility: Sophomores, juniors, and seniors; no Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure

Credit: Nine term courses

Application deadline: February 15

■ **Newberry Library Program in the Humanities.** One of America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. In addition to the semester-length fall seminar, students may enroll in short term (three-week) seminars on selected topics during the spring or may pursue independent study under the direction of faculty from their own colleges for any time period suitable to their needs. Students may also

choose to participate in research library tutorials designed to provide practical experience and academic training in such areas as bookbinding, modern manuscripts and rare books, local and family history, and Renaissance studies. An ACM/GLCA program.

Length of program: September–December (fall seminar); variable periods (independent study and tutorials)

Enrollment: 20–25 students

Eligibility: Juniors and seniors

Credit: 4.5 term courses for fall seminar; credit for short-term seminars and independent study determined after consultation with program adviser

Application deadlines: April 1 for fall seminar and early applications for short-term seminars and tutorials; November 15 final deadline for short-term seminars and tutorials



■ **Oak Ridge Science Semester.** Designed to allow undergraduates to study and do research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range, intensive investigations at Oak Ridge National Laboratory (ORNL). Participants devote most of their time to research in the biological, engineering, mathematical, physical, or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program.

Length of program: September–December

Enrollment: 35–45 students

Eligibility: Upperclass majors in biology, chemistry, physics, mathematics, and social sciences

Credit: 4.5 term courses

Application deadline: February 15

■ **Reserve Officers' Training Corps.** ROTC, a two- or four-year program through which the student may receive a second lieutenant's commission upon graduation from college, is the largest single source of officers for the United States Army.

Participation is open to both men and women and provides an extra dimension to the college experience. Building on the academic growth from the courses of other departments, ROTC enables the college student to develop his or her executive ability. The curriculum is unified by the theme of leadership and management and involves elements of other academic disciplines. Students are encouraged to interrelate learning and apply it in reflective thinking, goal seeking, and problem solving. Freedom of inquiry, discussion, and challenge is fundamental. The student who elects to participate in ROTC does so in addition to his normal academic pursuits. The usual requirement is that the student complete a prescribed one-half credit course offered by the department each term and attend Leadership Laboratory practical exercises occasionally outside the normal class time.

Classes are open to all full-time students whether

or not they are enrolled as cadets. Students who complete the Basic Course Sequence (see pages 96-97) during the freshman and/or sophomore years are eligible to apply for entry into the Advanced Course. Advancing sophomores who have not completed the Basic Course Sequence may qualify for the Advanced Course by attending a six-week Basic Camp at Fort Knox, Kentucky, during the summer prior to the junior academic year. Students with prior military service or with military experience will be awarded appropriate placement and academic credit. During the summer following the junior year the cadet completes a six-week Advanced Camp at Fort Lewis, Oregon. Qualified volunteers may also attend the U.S. Army Airborne School.

Upon graduation students are commissioned in the U.S. Army Reserve or the Regular Army and assigned to branches based on their undergraduate education, expressed preference, and the needs of the service. Active duty obligation extends from three months to three years based on the same considerations. The most highly qualified cadets may be designated Distinguished Military Students and commissioned in the career-oriented Regular Army.

■ **Studies in Latin American Culture and Society.** Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies, and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San Jose and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community.

Length of program: September-December

Enrollment: 25-35 students

Eligibility: Sophomores, juniors, and seniors

with at least one year of college-level Spanish
Credit: 4.5 term courses

Application deadlines: November 15 for early applications, March 30 final deadline

■ **Tropical Field Research.** The Tropical Field Research program (spring only) permits advanced work in the student's major field and focuses on field research in the natural and quantitatively-oriented social sciences. Costa Rica embraces ten ecological zones, all within one day's travel of the capital, ranging from tropical rain forests and savannas to temperate highlands and near tundra. This diversity of natural settings supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. Man's historical and contemporary use of this terrain offers an equally broad range of topics for students of anthropology, archaeology, economics, geography, history, political science, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be undertaken independently under the supervision of a faculty adviser or may be integrated with an ongoing multi-disciplinary project.

Length of program: February-June

Enrollment: 25-35 students

Eligibility: Sophomores, juniors, and seniors with prior course work in the proposed research discipline and one year of Spanish language study

Credit: 4.5 term courses

Application deadlines: March 30 for early applications, November 15 final deadline

■ **Urban Education.** The Urban Education program introduces student teachers and those interested in such service-oriented professions as counseling, social work, and art or music therapy to the unique aspects of urban schools and urban children. Chicago's many instructional options provide work placements in a variety of settings: inner city or suburban, traditional or innovative, Montessori or Gestalt, bilingual or special education. The program provides a background of support for student teachers through a series of resource workshops, seminars, and discussion groups. Emphasis is

placed on exploring each individual's strengths and weaknesses as a teacher.

Length of program: Fall, winter, or spring term; interim or block-length option

Eligibility: Those seeking certification are expected to have fulfilled their college's prerequisites for student teaching; previous experience working with young people is desirable

Credit: 3.5 term courses

Application deadlines: April 15 for fall, November 1 for winter and spring

■ **Urban Studies.** The social, cultural, and economic forces which shape American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all present in Chicago. In this program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. Formal and independent study projects are supplemented by supervised internships through which students may gain a valuable understanding of work and contribute to the life of the city and its people.

Length of program: September–December or February–May

Enrollment: 85 students (fall), 60 students (spring)

Eligibility: Sophomores, juniors, and seniors

Credit: 4.5 term courses

Application deadlines: April 15 for fall, November 1 for spring

■ **Washington House.** The Washington House program, initiated in 1967, allows 10–14 students to spend the spring term in Washington, D.C. Each student takes three courses: Government in Action, American Studies, and an independent study directed by a Monmouth College faculty member. The program takes advantage of the Washington setting for field trips, directed observation, and library research. Qualified science students may have an opportunity to engage in research at the Smithsonian Institution. Students should be juniors to be admitted to the program. Each year some students serve as interns in congressional offices in lieu of the independent study requirement. Students earn up to three term course credits.

■ **Washington Semester.** Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length. Junior standing is required for admission. Students normally earn three term course credits, but it is possible to take one extra course for one additional term credit.

■ **Wilderness Field Station.** The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of nature in the north woods. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging, and camping under primitive conditions. The base camp's well-equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Courses in botany, vertebrate zoology, aquatic biology, behavioral zoology, wetlands ecology, mycology, and ornithology are offered during the two month-long summer sessions along with environmental biology for non-science majors and the option of an independent study.

Length of program: June–July, July–August, or both

Enrollment: 45–50 students per session

Eligibility: One college-level biology course or its equivalent is required for all courses except environmental biology, for which there are no prerequisites

Credit: One term course per session to a maximum of two term courses for both sessions

Application deadline: February 15

■ **Women in Management.** The summer Women in Management program introduces talented juniors to graduate study in management and to the

world of business at a time when such experience can have real impact on their career planning decisions. Selected interns spend 12 weeks in Chicago, working full time, participating in the Women in Management seminar, and taking a graduate-level course in business administration at the Keller Graduate School of Management. Internship assignments are designed to include management level responsibilities. Past interns have worked at banks, hospitals, non-profit organizations, large multinational corporations, or small local firms, while studying accounting, finance, personnel management, marketing, or economics. Each intern is granted a fellowship which includes a cash stipend, full tuition and books, and housing for the summer.

Length of program: June–September

Enrollment: 25 interns

Eligibility: Juniors, selected on the basis of academic excellence, leadership, and professional promise

Credit: Check with the Registrar

Application deadline: February 18

■ **Yugoslavia.** For more than a thousand years a dividing line and scene of confrontation between East and West, Yugoslavia presents a fascinating setting for the study of nation-building and of historical and contemporary world affairs. The Yugoslavia program enables firsthand study of this historical legacy and of the patterns of modern development which have created in Yugoslavia a unique economic system and a multi-ethnic communist society. Based in Zagreb, a major cultural center in the northwest, the program includes intensive language training and course work at the University of Zagreb, field trips, and home stays with local families. Students will have three-day weekends and a five-day break in mid-November for additional travel within the country. Courses will cover such topics as industrialization and social change, art and society, and international relations and the political system.

Length of program: September–December

Enrollment: 20–25 students

Eligibility: Upperclassmen

Credit: 4.5 term courses

Application deadline: April 1

PRE-PROFESSIONAL PROGRAMS

■ **Professions and the Liberal Arts.** Liberal Arts education provides a good foundation for professional and graduate study. The academic program at Monmouth College permits students to concentrate in a field closely related to their specific interest while offering an opportunity to gain a general education.

Many graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly-based liberal arts education as a preparation for advanced study. These values include, in addition to mastery of course content, the development of skills in the analysis, synthesis, and critical evaluation of knowledge; growth in interpersonal relations and communication; and appreciation for the varieties of perspectives, philosophies, and value systems found in the world in which we live and work.

■ Monmouth College–Rush University 2-2 Medical Technology Program.

• Recommended High School Curriculum. A college preparatory high school curriculum which includes depth in mathematics and one unit each in biology and chemistry is required. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

• Admission to the Medical Technology Program.

1. Admission to Monmouth College constitutes only provisional admission to the Rush University medical technology program.

2. The student must report his or her initial enrollment in the pre-health curriculum at registration.

3. The "Intent to Register at Rush University" form must be completed during the winter term of the sophomore year. This form must be signed by the Monmouth College Registrar and the chairman of the Health Careers Committee.

4. The student must fulfill the required pre-health curriculum objectives and demonstrate suitability for a health career as determined by the Monmouth College Health Careers Committee.

5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation at Rush.

6. The Health Record Form must be submitted to Rush University after receiving formal notification of acceptance by Rush.

•Pre-Health Curriculum at Monmouth College. A minimum of 20 term credits with a cumulative grade-point average of 2.50 or higher is required. The Monmouth College distribution requirements must be fulfilled, and a grade of C or higher must be obtained in each of the following required courses:

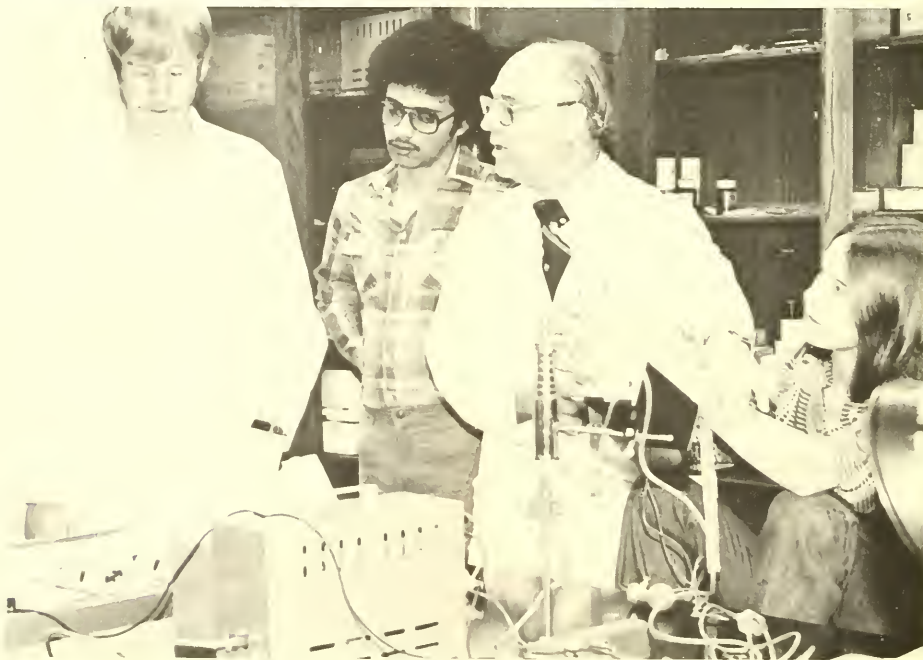
Biology 110, Introductory Cell Biology
 Biology 217, Human Anatomy and Physiology
 Biology 311, Mammalian Physiology
 Biology 314, Bacteriology
 Chemistry 111, Introductory Chemistry I
 Chemistry 112, Introductory Chemistry II
 Chemistry 231, Introduction to Analytical Chemistry

Chemistry 211, Organic Chemistry I
 Mathematics 106, Elementary Statistics
 Sociology 102, Social Problems
 Sociology 227, Contemporary Perspectives on Health

One introductory psychology course, selected from the following three:

Psychology 111, Psychobiology and Conditioning
 Psychology 121, Human Intelligence, Thought, and Memory
 Psychology 131, Personality and Social Behavior

Completion of these specified courses will fulfill the distribution requirements in Natural Sciences and Mathematics and in Social Sciences and History. The eight additional courses are selected according to each student's interest, but four must



fulfill the Language and Communication requirement, and the remaining four must fulfill the Humanities and Fine Arts requirement. If a physics course was not taken in high school, Physics 121 or 122 (Introduction to Physics) is recommended.

Transfer students should present a grade average of B or higher for all work done at other colleges, and must fulfill all of the objectives of the pre-health curriculum as determined by the Monmouth College Registrar and the Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth must also be fulfilled.

In upper division study at Rush University, two academic years, each consisting of three quarters (fall, winter, and spring), are spent on the Rush campus. Consult the Rush University College of Health Sciences Bulletin for details. A student is guaranteed entry into upper division study by an agreement between Monmouth College and Rush University providing the admission requirements are met.

•Degrees Granted and Professional Status. Upon successful completion of upper division study, the student receives the B.A. degree with a topical major in medical technology from Monmouth College and a B.S. degree with a major in medical technology from Rush University. Graduates are eligible to write the examination for medical technology of the Board of Registry of the American Society of Clinical Pathologists. Graduates successfully completing this examination are designated medical technologists with ASCP certification and permitted to use the title MT (ASCP) and to wear the registry insignia.

The Rush University School of Medical Technology is approved by the American Medical Association Council on Medical Education and accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

■ **Monmouth College-Hospital School 3-1 Program in Medical Technology.** The student spends three academic years of study in basic college courses followed by one year of clinical internship at a hospital's school of medical technology.

The standards of education for this program have been established by the American Medical Association's

Council on Medical Education, the American Society of Clinical Pathologists (ASCP), and the American Society of Medical Technologists. Accreditation of the hospital schools is conducted by an agency of these organizations.

Monmouth College has affiliation agreements with eight accredited schools of medical technology in Illinois. They include The Grant Hospital of Chicago, Illinois Masonic Medical Center, St. Anthony Hospital, Veterans Administration Research Hospital (all in the Chicago area), St. Mary's Hospital in Quincy, St. John's Hospital in Springfield, St. Francis Hospital in Peoria, and Freeport Memorial Hospital in Freeport.

The affiliation agreements do not guarantee admission for Monmouth College students. They do assure, however, that each eligible applicant's credentials will be reviewed and considered on its merits in competition with applications from students at other schools. There are many applications for each available position at all accredited schools, and acceptance is highly competitive. Students desiring to attend a non-affiliated school and receive a Monmouth College degree in medical technology must secure prior approval from the Health Careers Committee.

•Recommended High School Curriculum. A college preparatory curriculum with depth in mathematics and one unit each of biology and chemistry is required. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

•Admission to the 3-1 Medical Technology Program.

1. Admission to Monmouth College constitutes only provisional admission to the program.

2. The student must fulfill the required pre-clinical curriculum objectives and demonstrate suitability for a career in a clinical laboratory as determined by the Monmouth College Health Careers Committee.

3. Each student should determine the specific curriculum recommendations and application procedures for each school of medical technology as soon as a decision to apply to that school has been made. Application may be required as much as a year in advance of matriculation.

4. The student's official transcript must be eval-



uated by the accrediting agency, and, upon approval, the student becomes eligible to apply to an approved school. Transcripts should be sent directly to the National Accrediting Agency for Clinical Laboratory Sciences, 222 South Riverside Plaza, Suite 1512, Chicago, Illinois 60606. The charge for the evaluation is ten dollars plus two dollars for each copy of the report sent to a school of medical technology.

5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation at the chosen school of medical technology.

•Curriculum. The minimum requirements for entry into the clinical internship are determined by the ASCP and must include the equivalent of 16 semester hours of credit each in the biological sciences and in chemistry, a college-level mathematics

course, and three academic years of college credit. These requirements and those for a Monmouth College degree in medical technology are fulfilled by completing the following curriculum. A total of 27 term credits must be completed with a cumulative grade-point average of 2.50 or higher. A grade of C or higher must be obtained in the following required courses:

Biology 110, Introductory Cell Biology
 Biology 205, Lower Invertebrates
 Biology 217, Human Anatomy and Physiology
 Biology 310, Mammalian Physiology
 Biology 314, Bacteriology
 Chemistry 111, Introductory Chemistry I
 Chemistry 112, Introductory Chemistry II
 Chemistry 231, Introduction to Analytical Chemistry
 Chemistry 211, Organic Chemistry I
 Mathematics 106, Elementary Statistics
 Mathematics 103, Introduction to Computer Programming (one-third credit)
 Sociology 227, Contemporary Perspectives on Health

The Monmouth College distribution requirements must also be fulfilled. Skills in oral and written communication should be stressed.

In addition to the above requirements, each student should pursue additional courses chosen from the following recommended ones:

Physics, one of the introductory course sequences
 Biology 311 or 312, Physiology
 Biology 213, Non-Vascular Plants
 Biology 316, Genetics
 Chemistry 212, Organic Chemistry II
 Chemistry 321, Biochemistry
 Mathematics 141, Elementary Functions
 Mathematics 151 and 152, Calculus I and II

Transfer students should present a grade average of B or higher for all work done at other colleges and must fulfill all the objectives of the pre-clinical curriculum as determined by the Monmouth College Registrar and the Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth College must also be fulfilled.

The final year of study consists of 11-12 months at a hospital's school of medical technology and in-

cludes both classroom and laboratory instruction. Typical subjects usually include medical microbiology, hematology, clinical chemistry, instrumentation including automation and quality control, immunology, serology, bloodbanking, urinalysis, mycology, and parasitology. The exact curriculum can be obtained from each of the schools.

•Degree Granted and Professional Status. Upon successful completion of the clinical curriculum, the student receives the B.A. degree with a topical major in medical technology from Monmouth College. Graduates are eligible to write the examination for medical technology of the Board of Registry of the ASCP. Graduates successfully completing this examination are designated medical technologists with ASCP certification and permitted to use the title MT (ASCP) and to wear the registry insignia.

■ Monmouth College-Rush University 2-2 Nursing Program.

•Recommended High School Curriculum. A college preparatory high school curriculum which includes depth in mathematics and one unit each in biology and chemistry is required. A course in physics is strongly recommended. Additional college courses may be required if the high school curriculum is deficient.

•Admission to the Nursing Program.

1. Admission to Monmouth College constitutes only provisional admission to the Rush University nursing program.

2. The student must report his or her initial enrollment in the pre-health curriculum at registration.

3. The "Intent to Register at Rush University" form must be completed during the winter term of the sophomore year. This form must be signed by the Monmouth College Registrar and the chairman of the Health Careers Committee.

4. The student must fulfill the required pre-health curriculum objectives and demonstrate suitability for a health career as determined by the Monmouth College Health Careers Committee.

5. The student must obtain the recommendation of the Monmouth College Health Careers Committee for matriculation at Rush.

6. The Health Record Form must be submitted to Rush University after receiving formal notification of acceptance by Rush.

•Curriculum. The pre-health curriculum at Monmouth College requires a minimum of 19 term credits with a cumulative grade-point average of 2.50 or higher. The Monmouth College distribution requirements must be fulfilled, and a grade of C or higher must be obtained in each of the following required courses:

Biology 110, Introductory Cell Biology
Biology 217, Human Anatomy and Physiology
Biology 311, Mammalian Physiology
Biology 314, Bacteriology
Chemistry 111, Introductory Chemistry I
Chemistry 122, General Chemistry
Mathematics 106, Elementary Statistics
Sociology 102, Social Problems
Sociology 227, Contemporary Perspectives on Health

One introductory psychology course, selected from the following three:

Psychology 111, Psychobiology and Conditioning
Psychology 121, Human Intelligence, Thought, and Memory
Psychology 131, Personality and Social Behavior

Completion of these specified courses will fulfill the distribution requirements in Natural Sciences and Mathematics and in Social Sciences and History. The eight additional courses are selected according to each student's interest but must include four which fulfill the Language and Communication requirement and four which fulfill the Humanities and Fine Arts requirement. If a physics course was not taken in high school, Physics 121 and 122 (Introduction to Physics) are recommended.

Transfer students should present a grade average of B or higher for all work done at other colleges and must fulfill all the objectives of the pre-health curriculum as determined by the Monmouth College Registrar and the Health Careers Committee. The degree residency requirement of three courses per term for each of the last three terms of enrollment at Monmouth must also be fulfilled.

In upper division study at Rush University, two academic years, each consisting of three quarters (fall, winter, and spring), are spent on the Rush campus. Consult the Rush University College of Nursing Bulletin for details. A student is guaran-

teed entry into upper division study by an agreement between Monmouth College and Rush University providing the admission requirements are met.

•Degrees Granted and Professional Status.

Upon successful completion of upper division study, the student receives the B. A. degree with a topical major in nursing from Monmouth College and a B.S. degree with a major in nursing from Rush University. Graduates are eligible to take state licensing examinations. Those passing the examinations are permitted to practice in the particular states and to identify themselves as registered nurses, using the initials R.N. after their names.

The Rush University College of Nursing is accredited by the National League for Nursing and the North Central Association of Colleges and Schools.



It is approved by the Illinois Board of Registration and Education.

■Hospital and Health Care Administration.

A student preparing for a career in hospital or health care administration will develop proficiency in management with particular emphasis on accounting and finance. In addition to these basic areas, he or she will develop the quantitative tools of management, a knowledge of computer use, and an understanding of personnel practices. Work will also be done in the social, psychological, and legal perspectives of hospital and health care administration. The capstone of the program is an internship in a hospital working directly on health and hospital problems with the administrator or an officer in a specialized field of the student's choice.

■Dentistry. Dental schools have varying requirements for admission, but emphasis is normally placed on a strong background in the sciences—biology, chemistry, physics, and mathematics. Monmouth College offers all the courses required by the various schools. Students should familiarize themselves with the course requirements and academic standards of those dental schools to which they plan to apply. In addition to the sciences, students interested in dentistry need to develop a good background in a variety of social sciences and humanities. Pre-dentistry students are advised by faculty who keep well-acquainted with qualifications for admission to dental schools.

■Medicine. Although specific requirements for each medical school vary, the minimum science requirements for admission to most medical schools are listed as one year of biology, two years of chemistry, and one year of physics. In order to handle the mathematical concepts inherent in modern science, a strong background in mathematics is recommended for medical school preparation. Medical schools also wish strong preparation in the humanities and social sciences.

Biology and chemistry majors fulfilling the departmental requirements at Monmouth meet the course requirements for admission to medical school with the modest additions to their science programs suggested by the minimum requirements

above. The program of study for each student is planned in consultation with faculty members in view of current medical school requirements.

■ **Communications.** After receiving a B.A. degree, students can usually obtain an M.A. in communications after one year of concentrated study at a major university. Students interested in communications careers may declare a topical, divisional, or departmental major. Course offerings in English, psychology, and speech communication arts are particularly helpful. The weekly campus newspaper, *The Oracle*; the literary magazine, *Wells Elevator*; the yearbook, *Ravelings*; the radio station, WMCR; theatre arts; and forensic activities in debate, discussion, and extemporaneous speaking offer ample opportunities for students to gain practical experience.

■ **Engineering.** Monmouth College is affiliated with Case Western Reserve University, the University of Illinois, and Washington University in St. Louis in a joint five-year program of engineering education. The plan calls for three years of liberal arts study at Monmouth followed by two years of engineering work at one of these institutions. On completion of the five-year program, the student will receive degrees from both Monmouth and the engineering school.

This program, with three years' experience at a liberal arts college, offers the student a significantly broad intellectual background. It gives the student an opportunity to develop into an engineer better prepared to assume the responsibilities of leadership in contemporary society as a result of having a richer background in the humanities and social sciences. This is recognized by most industrial engineers, who find many conventionally trained engineers ill-equipped for the broader responsibilities of top management.

■ **Law.** The major field for the student planning to enter law school can be quite varied, but the student should prepare by acquiring skills in communication and an understanding of human institutions and values. Courses in economics, government, philosophy, psychology, sociology, and speech are recommended.

■ **Library Science.** After receiving the B.A. degree, a student may qualify for a degree in library science with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. Opportunities are available for students with an interest in library science to work in Monmouth College's Hewes Library.

■ **Ministry and Christian Education.** The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentrations in philosophy, religion, history, English, sociology, or psychology are acceptable, and some knowledge of Greek is a valuable asset.

Monmouth's program for training church education assistants has value for students who are preparing for service in the field of Christian education. The program includes general liberal arts requirements in humanities, social sciences, physical sciences, and mathematics and courses in education, psychology, religion, and music.

■ **Teaching.** Teacher preparation programs have been designed to implement the objectives of Monmouth College and also to meet the general and professional education requirements of the Illinois State Teacher Certification Board. The programs provide students preparing to teach in elementary and secondary schools with opportunities to develop attitudes and behaviors needed to become effective teacher-scholars. The program allows for the development of breadth through the general education component, depth through the professional courses.

Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests, personal aptitudes, and desire to qualify for various teacher preparation programs. Special study programs, one of which is the Urban Education program of the Associated Colleges of the Midwest, offer special opportunities to the Monmouth student. Other programs may be started at Monmouth and completed in graduate school. Information concerning teacher education may be found in the course listing for the Department of Education.



Courses of Study

ART

George L. Waltershausen, Associate Professor,
Chairman

Harlow B. Blum, Professor

Frederick Hintze, Lecturer

The Department of Art offers studio, art history, art education, special topics, and independent study courses. A portfolio may include not only representative art work but any other means of indicating personal concern, including recordings, photographs, and journals. To foster the artistic community, the Art Department sponsors a variety of programs featuring guest artists, lecturers, films, and gallery critiques. The gallery program focuses on works by students and faculty and on special exhibitions.

■ **Departmental Major.** At least ten term courses chosen from the areas of studio, art history, and independent study must be selected in consultation with the art faculty, including the following: three art courses at the 100 level, four courses at the 200 level, two courses at the 300 level, and the Senior Art Seminar. Students planning graduate study should take at least three courses in art history. The department encourages students interested in art education to take Art 101 and Art 211. Art 341, Secondary Art Methods, is required for students planning to teach in the secondary schools. Additional requirements for the teacher preparation programs in elementary and secondary art are included in the course listing for the Education Department.

101. *Introductory Art Workshop.* One credit.
The basic freshman level art course with the pri-

mary areas of concern approached through slide-lecture, film, and studio. The focus of the course will be on understanding the relationships between the idea and plastic forms. Studio projects in both two and three dimensions are utilized to provide an awareness of the artistic process, materials, and techniques.

Studio Courses. The program in studio art is oriented toward continuing creative growth and development in a variety of media according to the interests of the individual. Intensive foundation courses in techniques prepare students for early responses to art problems and individual expression.

161-167. *Foundation Art Courses.* Basic techniques of Drawing (161), Painting (162), Printmaking (163), Sculpture (164), Filmmaking (165), Photography (166), and Ceramics (167). Film-making is offered in alternate years. These courses may be taken for one-half or one full credit.

211. *Design.* One credit. Fundamental elements and principles of two- and three-dimensional design and film emphasizing visual communication. Alternate years.

231, 232, 233, 234, 237. *Intermediate Studio Courses.* Continued practice in media beyond the foundation level in Drawing (231), Painting (232), Printmaking (233), Sculpture (234), and Ceramics (237). The student will be expected to become familiar with a range of techniques. The development of ideas and images will be stressed. These courses may be taken for one-half or one full credit.

261. *Studio A.* Under the direction of the instruc-

tor, students choose a particular medium to work in but may work in others as needs and interests are determined. Continued practice in drawing will be emphasized. Prerequisites: at least two courses at the 160 level and one course at the 231-237 level or permission of the instructor. May be repeated to one credit. May be taken for one-half or one full credit. Offered at least twice each year.

361. Studio B. Students work in a variety of media. Individual strengths and goals will be emphasized in consultation with the instructor. Practice in drawing is expected and encouraged. Prerequisite: Art 261 or permission of the instructor. May be repeated for credit and may be taken for one-half or one full credit. Offered at least twice each year.

ART HISTORY

The art history program provides for an understanding of the meaning of art in various historical periods. The relationship of techniques and images to contemporary art is stressed.

215. Introduction to the History of Art. A study of the major phases and works of art in painting and sculpture from prehistoric times to A.D. 1000. Relationships and comparisons with non-Western cultures will be included. First term, alternate years.

216. Introduction to the History of Art. A study of the major phases and works of art and personalities from A.D. 1000 to 1780. Third term, alternate years.

217. Introduction to the History of Art. A study of major phases, works of art, and personalities from 1780 to the present. Fall term, alternate years.

218. Introduction to Contemporary Art. A study of 20th-century painting and sculpture, Cezanne to the present, with special emphasis on art since 1945. Spring term, alternate years.

ART SEMINARS AND SPECIAL STUDY

The Art Department program of independent



study seminars and special topics provides an opportunity for intensive research or work in areas which may involve interdisciplinary and experimental approaches. Such studies allow for a high degree of specialization as well as a broadening of concern for the creative arts and their place in our culture.

250. Special Topics. Course description to be developed by students and instructors and announced prior to pre-registration. Interdisciplinary concerns may be included. No prerequisite; open to non-majors.

320, 325. Junior Independent Study. An individual program of research or creative project(s) arranged in consultation with the Art Department staff and designed to fit the needs of the student.

341. Secondary Art Education Methods. The necessity and role of art education in the schools, trends in art education, instructional strategies, and evaluation of student work. Opportunities to observe high school art programs will be provided. Co-requisite or prerequisite: Education 340.

420. *Senior Independent Study.* An individual research program designed in consultation with Art Department staff in special interest areas of the student.

450. *Art Seminar.* Art criticism, discussion of specialized topics, and individual creative projects. Open to senior art majors or by special permission of the staff. One-third term course credit each term to a maximum of four terms.

BIOLOGY

David C. Allison, Professor, Chairman
Milton L. Bowman, Professor
Robert H. Buchholz, Professor
John J. Ketterer, Professor

The Biology Department provides an opportunity for students to be exposed to the content, history, and methods of biological science. Courses provide a basic, flexible major program as well as the biological background required for students in other departments. All majors are required to do an independent study project during their junior or senior year. These courses, with the addition of supporting work in chemistry, physics, and mathematics, prepare students for careers based on biological science. These fields include professional biology leading to college or university teaching and research, industrial and government research, medicine, veterinary medicine, dentistry, nursing, medical technology, physical therapy, hospital administration, a variety of other paramedical specialties, high school and elementary school teaching, conservation work, and business careers in pharmaceutical firms and other industries.

A number of departmental activities contribute to the general education of biology students. Beta Beta Beta, the national biology honor society, has a chapter at Monmouth which brings speakers to campus, arranges trips to places of biological interest, hosts social events, and helps to disseminate information about graduate and professional schools.

Through the Donald B. McMullen Memorial Lectureship in Biology, prominent biologists are

brought to the College to discuss their research and study with students in and out of the classroom.

■ **Ecological Field Station.** In the summer of 1969 the Biology Department of Monmouth College established an ecological field station on certain backwaters of the Mississippi River near Keithsburg, Illinois. The site is just 30 minutes from the campus. This classroom-laboratory in the field has strengthened the ecological aspect of the academic program. It is also used for other biology courses, independent study, and student-faculty summer research projects. The ecological field station is a cooperative project involving the U.S. Corps of Engineers and Monmouth College.

■ **Prairie Plot.** Members of the biology faculty are trustees of Spring Grove Cemetery, which provides access to one of the finest prairie plots in Illinois. This prairie plot provides students with the opportunity to view the "micro prairie" of 100 and 200 years ago. The plants present in the plot remain from the days of virgin prairie and provide research opportunities on the plants present, the prairie soils and the adjacent soils that are under cultivation, and the fauna that find habitat among these plants.

■ **Departmental Major.** A major in the department requires a minimum of eight biology courses in addition to Biology 101-102 or Biology 110 and including (A) any two of the following: Biology 205 or 206, 212, 213, 214, and 216; (B) Biology 311 or 312; (C) Biology 316, 317, and 405; and (D) Biology 406 or 407. These courses in chemistry and physics are also required: Chemistry 231 and Chemistry 211 and two terms of physics. A strong background in mathematics is recommended for all biology majors and especially for students preparing for professional school or graduate school.

101. *College Biology.* An introduction to the concepts of modern biology with emphasis on the cell. Basic biological processes of cells, tissues, organs, and organ systems will be considered.

102. *College Biology.* Principles of modern environmental biology will be emphasized. The concept of the ecosystem will be stressed with specific ref-

erence to such topics as succession, niche, pollution, population dynamics, human ecology, physical and biological environment, natural cycles of the elements, biotic factors, parasitism, and symbiosis. The effect of man's intrusion on the biotype will be considered.

110. *Introduction to Cell Biology.* An introductory study of the structure and functioning of the living cell and its physical and chemical components. The lecture/discussion sessions will provide for consideration of current concepts and hypotheses regarding cell structure and function while the laboratory sessions will provide for observations of cell structure and experimental demonstration of cell function.

The course is designed as a beginning college-level biology course for students seriously interested in pursuing a program of study embracing the biological sciences (e.g., biology majors, health careers majors, pre-professional students, and other science students). Prerequisites or co-requisites: one year (or equivalent) of high school biology and one year (or equivalent) of high school chemistry or Chemistry 110. Offered fall term every year.

115. *Applied Biology I: Agriculture in the Midwest.* A course which will provide students the opportunity to observe agricultural methods in the Midwest. This will include investigations of both animal and plant sciences, general and specific farming enterprises, and agri-business practices. The course will emphasize field trips and discussions. Offered normally during interim or summer session only. Meets non-laboratory science requirement.

205. *Lower Invertebrates.* A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of non-coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or 110 or consent of the instructor.

206. *Higher Invertebrates.* A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coe-

lomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 or 102 or 110 or consent of the instructor.

212. *Comparative Vertebrate Morphology.* A comparative study of the morphology and evolutionary relationships of vertebrate animals. Representative types are studied in the laboratory. Prerequisite: Biology 101 or 102 or 110 or consent of the instructor.

213. *Non-vascular Plants.* A study of the non-vascular plants exclusive of the bacteria. Particular consideration will be given to the structure and life cycles of the algae, fungi, mosses, and liverworts. Prerequisite: Biology 101 and 102 or 110 or consent of the instructor.

214. *Vascular Plants.* A study of the ferns, conifers, and flowering plants. Emphasis will be placed on the structure and life cycles of these groups of plants. Prerequisite: Biology 101 and 102 or 110 or consent of the instructor.

215. *Organic Evolution.* An introduction to the concept of organic evolution, including a critical review of the theories and mechanisms of evolution and the evidence upon which they are based, the problems of the origin of life, and the evolutionary history of animals and plants. Prerequisite: Biology 101 and 102 or 110 or consent of the instructor. Alternate years.

216. *Animal Behavior.* A course with laboratory designed to give the student an understanding of fundamental concepts and basic principles in the field of instinctive animal behavior. Prerequisite: Biology 101 and 102 or 110 or consent of the instructor. Alternate years; offered 1978-79.

217. *Human Anatomy and Physiology.* A course designed to give the student a general understanding of the structure and function of the human body. Not for major credit.

300. *Special Problems.* A special course in a laboratory exercise, field problem, or readings for the

student who desires to investigate an area of biology outside those normally offered in the classroom. The particular problem will be selected in consultation with members of the Department of Biology.

311. *Mammalian Physiology*. A detailed study of the physiological mechanisms of mammalian systems. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

312. *General Physiology*. A study of the fundamental concepts and basic principles of protoplasmic processes in plant, animal, and microbial cells. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

313. *Vertebrate Embryology*. A descriptive study of development and differentiation in vertebrates. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, and 214; Chemistry 112; or consent of the instructor. Alternate years; offered in 1979-80.

314. *Bacteriology*. A general study of the bacteria as living organisms. Morphology, physiology, and ecological relationships are emphasized. Some consideration is given to the nature of disease and its control. Prerequisites: Biology 101 and 102 or 110 or consent of the instructor.

315. *Cell Morphology*. A morphological study of the ultra and fine structure of the cell. Consideration of cellular interdependence at the tissue level will be undertaken. Abilities in microtechnique will be developed in the laboratory. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor.

316. *Genetics*. An introduction to the principles of heredity in animals and plants. The study will include contemporary consideration of the gene and the gene mechanisms. Laboratory exercises utilizing both plants and animals will be used to elucidate the above principles. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, and

214 or consent of the instructor. Open to juniors and seniors only.

317. *Ecology*. An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor. Open to juniors and seniors only.

350. *Natural Science Seminar*. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College will be invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate and may receive credit with the approval of the chairman of one of the participating departments. One-sixth course credit per term up to a total of one term course credit.

INDIVIDUAL STUDY

405, 406, 407. *Independent Study*. Individual research or advanced experimental projects chosen by the student in consultation with the staff involving the search of primary literature sources, design and execution of experiments, and an oral or written report of the results. Open to qualified juniors and all senior biology majors.

CHEMISTRY

Peter A. Gebauer, Associate Professor, Chairman
Richard L. Kieft, Assistant Professor
George C. Nieman, Associate Professor
Benjamin T. Shawver, Professor

The student graduating with a chemistry major is prepared to continue his or her chemistry studies in graduate school or to enter the chemistry profession directly. Admission to graduate programs in related fields such as biochemistry, molecular biology, health sciences, chemical engineering, materials science, forensic science, and the agricultural sci-

ences is also possible. In addition, a chemistry major may enter some of the health professions: medicine, dentistry, veterinary medicine, pharmacy, clinical nutrition, and medical technology.

A degree with Departmental Honors is earned by outstanding performance in Chemistry 403, high academic performance in all chemistry courses, and significant service to the department and the College.

■ **Departmental Major.** A major in chemistry requires the satisfactory completion of the following



courses: Chemistry 111, 112, 231, 211, 212, 311, 350 (for a total of one credit), and two additional chemistry courses; Mathematics 103, 151, and 152; and Physics 110 and 111. Additional requirements are a reading knowledge of a foreign language, preferably German, and an oral presentation during the junior year in the Science Seminar (350).

The department requests that each major write the Undergraduate Record Examination for the purpose of departmental evaluation.

A chemistry major can prepare to teach chemistry in secondary schools by completing the requirements of the teacher preparation program as listed by the Department of Education.

The department's program is approved by the American Chemical Society, and a student's degree will be certified to the ACS as meeting the guidelines for a professional undergraduate program if the following additional courses are taken: Chemistry 312, 313, 331, 403, and either 321 or 341; Mathematics 153 and either 241 or 254; Physics 112; and one additional advanced course in chemistry, biology, mathematics, or physics.

Students not meeting the prerequisites for any of the following courses are invited to seek the instructor's consent to enroll.

101. *Chemistry: A Cultural Approach.* An introduction to various topics related to chemistry, ranging from drugs to detergents and chemical warfare to birth control. The laboratory will illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from synthesis to the determination of molecular structure.

110. *Preliminary College Chemistry.* Designed primarily to serve the student who has no background in high school chemistry. Content includes mathematical skills required to solve general chemistry problems, nomenclature and notation of chemistry, basic concepts of atoms and molecules, periodic table of the elements, bonding, chemical change, stoichiometry, and equilibrium.

111. *Introductory Chemistry I.* An introduction to the chemical properties of the elements and compounds; their electronic structure and bonding;

bulk properties in the solid, liquid, and gaseous states; reaction kinetics, equilibrium, and energy relationships. Prerequisite: High school chemistry or Chemistry 110.

112. *Introductory Chemistry II.* A continuation of Chemistry 111. Prerequisite: Chemistry 111.

122. *General Chemistry.* A continuation of Chemistry 111 for students in the Rush University nursing program. Major topics are equilibrium and an introductory survey of organic chemistry. Prerequisite: Chemistry 111.

211. *Organic Chemistry I.* A survey of organic chemistry including the structure and reactions of some biologically important types of molecules. The laboratory experiments introduce some of the more important techniques for isolation, purification and identification of organic compounds. Prerequisite: Chemistry 112.

212. *Organic Chemistry II.* A study of the structure and reactivity of some of the less complicated types of organic compounds. The laboratories emphasize synthesis and identification of organic compounds. Prerequisite: Chemistry 211.

231. *Introduction to Analytical Chemistry.* Principles of chemical equilibrium and quantitative analysis. Gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations are surveyed. Two laboratories per week consist of experiments in separation and measurement, including an independent laboratory project. Prerequisite: Chemistry 112.

311. *Physical Chemistry I.* A survey of physical chemistry with emphasis on classical chemical thermodynamics and including an introduction to quantum chemistry, spectroscopy, statistical thermodynamics, and kinetics. Prerequisites: Chemistry 231, Mathematics 103 and 152, and Physics 110.

312. *Physical Chemistry II.* Further topics in chemical thermodynamics. Major emphasis is on the applications of quantum mechanics to problems in structure, bonding, and spectroscopy. Prerequisite:

Chemistry 311, Mathematics 153, and Physics 111.

313. *Advanced Physical Chemistry.* A continuation of Chemistry 312 with emphasis on statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisites: Chemistry 312 and Physics 112.

321. *Biochemistry.* A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Prerequisite: Chemistry 212.

331. *Advanced Analytical Chemistry.* Principles and practice of modern instrumental methods of analysis and chemical instrumentation, including an introduction to simple electronic circuitry. Spectroscopic, electrical, and magnetic processes are studied. Prerequisite: Chemistry 311.

341. *Advanced Inorganic Chemistry.* A study of structure, bonding, thermodynamic stability, and reaction kinetics of coordination complexes including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Laboratory work includes methods in synthetic and physical inorganic chemistry. Prerequisite: Chemistry 311.

350. *Natural Science Seminar.* An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College will be invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate and may receive credit with the approval of the chairman of one of the participating departments. One-sixth course credit per term up to a total of one term course credit.

351. *Advanced Organic Chemistry.* An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Prerequisites: Chemistry 213 and 311.

403. *Research*. The study of an original laboratory research project chosen in consultation with the chemistry faculty. Requirement may be fulfilled by research performed off campus.

404. *Independent Study*. A laboratory, library, or field work topic of special interest to the student may be pursued under the supervision of a faculty member.

451. *Advanced Topics in Chemistry*. A study of advanced topics on subjects as announced. Prerequisite: Chemistry 311.

CLASSICAL LANGUAGES

Bernice L. Fox, Professor, Chairman
William L. Urban, Professor

The Department of Classical Languages emphasizes the study of Latin writers to the middle of the second century A.D., although independent study is available in Latin writings of any period, including the 20th century. The 300-level courses are centered on the genres of literature (e.g., lyric poetry, drama, etc.). A student who has no previous training in Latin or who has had one or two years but has been away from Latin may take Latin 101 to prepare for the reading courses.

Latin may be used to fulfill the foreign language requirement.

Between the junior and senior years, a three-week summer program is available to students majoring in classical languages, although the program is not required. Two weeks is spent with the Vergilian Society in Cumae, Italy, with trips to Pompeii and Naples, and one week is spent in Rome.

■ **Departmental Major**. A major in classics includes at least seven courses in Latin above the intermediate level, including Latin 410, Greek 101 and 102, and either Classics 211 or 212.

LATIN

101. *Elementary*. A study of the basic grammar and syntax of the Latin language. Open to all stu-

dents with less than three years of Latin.

102. *Elementary*. A continuation of Latin 101 with reading of selected books of the *Aeneid*. Open to students with two years of high school Latin or the equivalent.

205. *Cicero*. Readings from Cicero's orations and essays. Open to students with two years of high school Latin or the equivalent. Alternate years.

All 300-level courses have as a prerequisite at least two years of high school Latin or the equivalent. These courses are open to freshmen and are offered in alternate years. Latin 301, 302, and 303 will alternate with Latin 310, 311, and 312.

301. *Livy*. Readings from Livy's histories with emphasis on the early kings and the Carthaginian Wars.

302. *Tacitus and Suetonius*. Study of the period from Julius Caesar to Hadrian.

303. *Pliny's Letters*. A study of life in Rome under the early emperors as revealed in Pliny's correspondence.

310. *Roman Drama*. Readings from Plautus and Terence and a study of Seneca.

311. *Lyric Poetry*. Readings from Catullus, Ovid, and Horace and a study of lyric meters in Latin poetry.

312. *Roman Satire*. Readings from Horace, Juvenal, and Martial.

401, 402, 403. *Independent Study*. Independent study in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only.

404. *Independent Study*. Independent study in the Latin language. For advanced students only.

410. *Prose Composition*. Prose composition in Latin. For advanced students only.

435. *Methods of Teaching Latin*. A study of instructional methods and materials related to the teaching of high school Latin and a study of technical problems associated with the teaching of Latin grammar and translation. Co-requisite or prerequisite: Education 340.

GREEK

101. *Elementary*. A study of Greek grammar and syntax with special emphasis on the Greek of Homer.

102. *Elementary*. A continuation of Greek 101, with readings from Homer's *Odyssey*.

210. *Readings from Greek Literature*. May be repeated up to three times. Prerequisites: Greek 101 and 102.

CLASSICAL CIVILIZATION

211. *History of Greece*. See History 211.

212. *History of Rome*. See History 212.

221. *Classical Mythology*. A study of the gods of Greek and Roman mythology and the major sagas. Satisfies the Humanities distribution requirement.

224. *Word Elements*. A study of current American English with emphasis on the Greek and Latin roots in the English language and the meanings of prefixes and suffixes from this source.

EAST ASIAN STUDIES

Cecil C. Brett, Director, Professor of Government and History

Monmouth's East Asian Studies program was founded in 1963 to integrate the study of Asian cultures into the liberal arts curriculum. Underlying this interdisciplinary program is the assumption that the American student, in an effort to understand man, his environment, history, thought, and economic, social, and political organization, is handi-

capped when the field of inquiry is limited to Western civilization. The program has special interest for students looking toward careers in international business, journalism, education, or government service in Asia.

■ **Major**. Although no departmental major is offered in East Asian Studies, students may design topical majors to suit their East Asian interests.

Regular courses of instruction are offered in art, government, geography, history, and religion. These courses are taught by faculty members with special Asian language and area competence, all of whom have studied, taught, and traveled in Asia in recent years.

Students majoring in East Asian Studies would normally elect to spend a year in India, Japan, or Hong Kong in programs sponsored by Monmouth College in cooperation with the Associated Colleges of the Midwest.

ART

250. *Special Topics* (on Japanese art).

GOVERNMENT

242. *Foreign Governments II: East Asian Governments and Politics*.

HISTORY

202. *Modern Japan*.

203. *Modern India*.

RELIGIOUS STUDIES

321. *The Religions of the Middle East and India*.

322. *The Religions of Southeast Asia, China, and Japan*.

SPECIAL COURSES

301. *Seminar: Geography of East Asia*. An examination of the physical environment of selected East Asian countries in relation to the economic, cul-

tural, political, and social aspects of these countries. Initial lectures on the geography of this area; intensive readings, discussions, regular papers, and oral reports by students are required.

Independent study on Asian topics may be taken by arrangement with the departments of art, government, history, and religious studies.

ECONOMICS AND BUSINESS ADMINISTRATION

Rodney Lemon, Associate Professor, Chairman
Robert Nale, Instructor
James Perego, Lecturer
Rodney Schleifer, Associate Professor
Homer L. Shoemaker, Instructor
Willis H. Wells, Executive-in-Residence
Richard Whitman, Lecturer

The Department of Economics and Business Administration takes full advantage of its position within the framework of a liberal arts institution. This situation is a constant reminder of the value of educating men and women in a manner compatible with our rapidly changing times rather than forcing students into a mold of training for jobs which may become obsolete a short time after graduation.

The business curriculum is designed to provide the student with a broad perspective on the various functional areas of business from a managerial point of view. Emphasis is placed upon developing analytical and decision-making skills. While opportunities for specialization are present in the curriculum through courses and the Business Internship, the successful business graduate is typically a generalist who has wider opportunities for entry into the business community or graduate study.

BUSINESS ADMINISTRATION

Students pursuing the area of business administration will follow either the general program or the accounting concentration program. The general program provides the student the opportunity to develop greater proficiency in such areas as accounting, finance, marketing, or management

through the selection of appropriate electives.

■ **Departmental Major.** The following courses are required for the general program major: Mathematics 106 (or a passing score on a proficiency examination administered by the department) and Business Administration 105, 200, 201, 203, 204, 206, 207, 308, 309, and 405. The student must also take two additional 300 or 400 level courses from the program offerings in business administration or economics.

Students wishing greater specialization in accounting than offered in the business administration general program can pursue the accounting concentration program within the framework of a broad liberal arts education.

The student in the accounting concentration program is required to take the following courses: Mathematics 106 (or a passing score on a proficiency examination administered by the department) and Business Administration 105, 200, 203, 204, 206, 303, 304, 308, 354, and two of the following five courses: Business Administration 353, 363, 364, 400, and 401.

105. *Organization and Management Principles.* An examination of the management function and the basic concepts and principles of management. Topics to be covered include planning, decision making, organization, coordination, and control. First, second, and third terms.

200, 201. *Principles of Economics.* See the course description under Economics (page 60).

203. *Fundamentals of Accounting I.* This course does not presume any previous training in book-keeping. It gives a thorough acquaintance with principles of accounting as applied to the corporate form of business enterprise. First and second terms.

204. *Fundamentals of Accounting II.* A continuation of Business Administration 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Business Administration 203. Second and third terms.

206. *Business Finance*. An introduction to principles of financing business integrated with institutional finance. Current topics of managerial finance including working capital management, capital management, capital budgeting, and acquisition of funds. Prerequisite: Business Administration 203. First and third terms.

207. *Principles of Marketing*. The basic study of determining consumers' needs and developing frameworks for the business organization to direct the flow of goods and services. Case analysis used to develop problem-solving ability. Prerequisite: Economics 201. First and second terms.

232. *Consumerism and Personal Finance*. The course analyzes problems relating to consumer protection and environmental issues as well as the problems encountered by individuals in their role as consumers. The latter includes such topics as estate planning, budgeting, investments, credit, housing, insurance, and retirement. No prerequisite. First term, alternate years.

302. *Business and Government*. A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in law. No prerequisite. Third term, alternate years.

303. *Tax Accounting*. Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc. Prerequisite: Business Administration 204. First term, alternate years.

304. *Cost Accounting*. The practices and procedures of cost accounting, including the job order, process cost, and standard cost accounting principles. Prerequisite: Business Administration 204. Third term.

306. *Investments and Financial Markets*. An introduction to security markets, security instruments, and speculation opportunities. Emphasis will also be given to portfolio management. Prerequisite: Business Administration 206. First term, alternate years.

307. *Advertising*. The course includes a study of a variety of mass promotion variables and techniques. By utilizing an advertising campaign approach, students can study both the elements of advertising strategy and tactics and can integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 207.

308. *Business Law I*. An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society. No prerequisite. Alternate terms.

309. *Business Law II*. A continuation of Business Administration 308, extending the analysis of the law into the realm of business organizations and property. Prerequisite: Business Administration 308. Alternate terms.

315. *Personnel Management*. Modern employment relations and manpower management from theoretical and practical viewpoints. Basic methodology and techniques involving formulation of policy, staffing, training, labor relations, wage and salary administration, and personnel research. Prerequisite: Business Administration 105. Third term.

316. *Managerial Finance*. Analytical approaches to the firm's decision making applied to current asset management, capital budgeting, the cost of capital, capital structure determination, and dividend policy. Prerequisite: Business Administration 206. Third term, alternate years.

317. *Sales Management*. The course deals with the relationship between the sales organization and the other divisions of the firm. The recruitment, selection, training, compensation, motivation, and evaluation of the sales force are analyzed and applied through use of case examples. Prerequisite: Business Administration 207. Third term, alternate years.

327. *Product Management*. This course allows students to engage in simulated marketing management situations and to gain an understanding of the

roles played by pricing, promotion, product mix, and distribution strategies in achieving managerial goals. Much of the course involves participation in a simulated game requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 207. Third term, alternate years.

350. *Business Forecasting*. See the course description under Economics.

351. *International Business*. An analysis of the forces determining international trade, finance, and commercial policy. The roles of the multi-national business unit and the government-owned firm are discussed. Problem solving within these environments is emphasized. Third term, alternate years.

353. *Managerial Accounting*. The study of accounting as it relates to managerial control. Topics studied are financial statement analysis including price level changes, cost controls, budgeting, quantitative accounting techniques for decision making in management. Prerequisite: Business Administration 204. First term, alternate years.

354. *Intermediate Accounting*. Introduction to manufacturing accounting; intensive analysis of income determination, working capital, inventory valuation, depreciation accounting, and liabilities of corporations. Prerequisites: Business Administration 303 and 304. First term.

363. *Advanced Accounting*. Partnerships, consignments, installment sales, insurance, statement of affairs, receiver's accounts, statement of realization and liquidation, annuities, and introduction to consolidations. Prerequisite: Business Administration 354. Third term, alternate years.

364. *Auditing*. Ethics in accounting practices, internal control, auditing standards and procedures, programs of audit of various accounts, construction and indexing of various papers, reports to clients. A practice audit is carried out. Prerequisite: Business Administration 354. Third term, alternate years.

400. *Business Internship*. See page 36 of this cata-

log for the description of this off-campus program.

401. *Independent Study and Research*.

SEMINAR

402. *Selective Seminars*. To be announced in term schedules. Will include such topics as operations research, marketing management, accounting systems, and insurance.

405. *Business Policy*. Capstone study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evaluation. Prerequisite: completion of nine of the twelve required courses for a general program major in business administration. Second and third terms.

ECONOMICS

The program of study provides the student with a broad background in economic theory and policy. The student's choice of electives determines his or her area of specialization.

■ **Departmental Major**. Required courses are Economics 200, 201, 300, and 301 and Mathematics 106. The student must also choose five of the following: Economics 302, 311, 340, 341, 350, 351, and 402.

For those students who intend to pursue their studies in economics at the graduate level, Mathematics 151 and 152 are strongly recommended.

200. *Principles of Economics I*. Macroeconomics. The course is designed to provide an understanding of the operation of the economy as a whole. Topics include the determination of income levels, inflation, and economic growth. No prerequisite. Alternate terms.

201. *Principles of Economics II*. Microeconomics. An introductory analysis of the behavior of the consumer and the firm. Topics include pricing, labor, monopoly, and trade. Fundamental tools of analysis are stressed. No prerequisite. Alternate terms.

232. *Consumerism and Personal Finance.* See the course description under Business Administration.

300. *Intermediate Price Theory.* A rigorous analysis of the modern microeconomic theory of the behavior of the firm and the individual. Prerequisites: Economics 200 and 201. Second term, alternate years.

301. *Intermediate Income Analysis.* A detailed examination of the elements that determine the level of national income. Government fiscal and monetary policy will be discussed. Prerequisites: Economics 200 and 201. Second term, alternate years.

302. *Business and Government.* See the course description under Business Administration.

310. *Public Finance.* The theory and practice of government expenditure, revenue, and debt; the problems of integrating them into meaningful fiscal policy; and analysis of their effect on the distribution of income. Prerequisites: Economics 200 and 201 or consent of the instructor. First term, alternate years.

311. *History of Economic Thought.* Major contributions to economic theory in retrospect and their contribution to modern theory. Prerequisite: Economics 200 or consent of the instructor. First term, alternate years.

340. *Labor Economics.* An introductory course dealing with the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organization. Prerequisite: Economics 201. Second term, alternate years.

341. *Money and Banking.* Monetary and banking history of leading countries with special emphasis on the theory of money and banking in the United States, deposit and earning operations of individual banks, and interbank and central bank relations. Prerequisite: Economics 200. Second term, alternate years.

350. *Business Forecasting.* Current thinking on the problems of recession and inflation is examined as background to economic forecasting. The several methodologies of forecasting are then analyzed with examples of each. Prerequisites: Economics 200 and 201 and Mathematics 106. First term.

351. *International Business.* See the course description under Business Administration.

402. *Seminar in Economics.* Topics include comparative economic systems, regional and urban economics, economic development, mathematical economics, and economic history.

EDUCATION

Frank Sorensen, Associate Professor, Chairman
Esther White, Assistant Professor
George Arnold, Assistant Professor
Beverly Bixler, Assistant Professor
Sally Finch, Lecturer

The major function of the Department of Education is to provide programs for students preparing to teach in elementary and secondary schools. It is the firm conviction of the department that students preparing for this role must possess certain personal and professional attitudes, develop a thorough understanding of educational theory, learn to use special teaching skills, and obtain a sound knowledge of subject matter related to their teaching fields. The department's programs are designed to meet these needs.

Most students enrolling in Education Department courses complete one of the following teacher certification programs: Illinois Standard Elementary Certificate, Illinois Standard High School Certificate, or the Illinois Standard Special Certificate. The requirements for each program are described below. These programs were most recently recognized and approved by the Illinois State Teacher Certification Board on May 20, 1977.

Students completing one of the programs approved by the state of Illinois will in most instances qualify for certificates in other states. Advisers in the Education Department are prepared to discuss

the requirements of other states and steps necessary to apply for certification. It is wise to obtain advice early in one's academic program to assure completion of such requirements.

A brochure detailing teacher education program entry procedures, student rights and responsibilities during enrollment, and certification procedures is available from the Department of Education and should be reviewed thoroughly by candidates for teacher certification.

■ **Elementary Education.** Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching in kindergarten through grade nine, must fulfill the following requirements:

1. Completion of the departmental major in elementary education. The departmental major includes these courses: Education 200, 201, 203,

330, 332, 333, 334, 336, and 450. These are described beginning on page 64.

2. Completion of another departmental major or an area of academic concentration consisting of at least six courses above the 100 level in a departmental, divisional, or topical area.

3. Completion of college distribution requirements.

4. Completion of the following specific courses: History 313 or Philosophy 211, Music 101 or 312, Mathematics 110 and 111, and the equivalent of one full credit in physical education, such as Physical Education 212, 213, 311, or six basic skills courses.

In the process of completing work within the four areas above, the candidate should make sure the following certification requirements are also met: three courses in the natural sciences, four courses



in language arts (English, speech), including at least one speech course, and three courses in the social sciences. One of the social science courses should be a general psychology course, and at least one must be selected from History 111, 112, 353, or 359-360 or Government 103, 104, or 300.

■ **Secondary Education.** The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through twelve, must complete the following:

1. A departmental major which includes a minimum of ten full-credit courses. Courses selected should relate to current teaching needs in the high school curriculum. State of Illinois approved programs for the Illinois Standard High School Certificate are available in these departmental majors:

Art	Geology	Physical Education
Biology	Government	Physics
Chemistry	History	Psychology
Economics	Latin	Sociology
English	Mathematics	Spanish
French	Music	Speech

2. College distribution and other necessary requirements for the baccalaureate degree. The teacher candidate must also successfully complete courses in basic speech and general psychology. A course in American history or American government must also be elected to satisfy an Illinois certification requirement. Any one of the following may be elected to fulfill this requirement: History 110, 111, 112, 353, or 359-360 or Government 103, 104, or 300. One term credit of physical education is also required for certification. A full-credit course or six skill courses will satisfy this requirement.

3. The professional education sequence. The professional education requirements for secondary-level teacher candidates include Education 200, 201, 340, and 450, History 313 or Philosophy 211, and a special teaching methods course. The latter course must be related to the student's major teaching field. These courses are listed by department on page 66.

■ **Special Certificate Programs.** The special teaching certificate is the credential obtained by those who desire to be certified at both the elementary and secondary levels (kindergarten through

grade 12) in a specialized field. Monmouth offers such programs in art, music, physical education, and learning disabilities.

To qualify for these certificates, the student must complete the following:

1. A departmental major including at least ten full-credit courses in the field, including subjects related to current public school programs. The learning disabilities topical major is an exception to this, and the differences are described in the discussion of the learning disabilities program.

2. General college distribution and certification requirements. As part of this requirement, the student must include a course in American history or American government from among the following: History 111, 112, 353, or 359-360 or Government 103, 104, or 300. A speech course and a general introductory psychology course are also required. A term credit of physical education, taken either as six one-sixth credit skill courses or as one full-credit course, is required.

3. Professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 340, and 450 and History 313 or Philosophy 211. Special teaching methods courses related to both elementary and secondary level teaching are required. These are:

Art: Education 334 and Art 341

Music: Music 312 and 313 or 314

Physical Education: Physical Education 311 and 320 (Physical education majors may substitute Physical Education 320 for Education 340 but are strongly encouraged to take Education 340 if preparing for a second teaching field.)

■ **Learning Disabilities.** Monmouth offers a major and a special education teacher preparation program in learning disabilities. The major, which is topical by design, includes these courses: Education 203, 304, 306, 307, 308, and 460, Biology 217, Psychology 231, and three courses from among the following: Sociology 102 and 324, Speech 207, and Psychology 235, 335, or 340.

For certification, the program outlined above is taken in conjunction with the elementary education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

200. *The Teacher and the School*. An introduction to the field of professional education and teaching. Reading, discussion, and field participation as a student aide in a local school provide a basis for further decisions about teaching and preparation for certification. One-half course credit.

201. *Educational Psychology*. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasis is given to learning theory, behavior management, group dynamics, and interpersonal relationships in education. A tutorial teacher aide experience is required and arranged in local schools. Prerequisites: Education 200 and an introductory psychology course.

203. *Characteristics of Exceptional Children*. A survey of the characteristics and special educational needs of handicapped and gifted children. Significant individual differences are introduced and discussed as they apply to each area of exceptionality examined. Consideration is given to the problems of diagnosis, education, and treatment of exceptional children. One course credit. Prerequisite: one introductory psychology course or consent of the instructor.

304. *Measurement and Evaluation of Exceptional Children*. An introduction to educational statistics and an investigation of the diagnostic instruments used to identify and analyze psychological and learning problems of exceptional children. Evaluation of general intelligence, developmental skills (visual, auditory, perceptual-motor, academic achievement), and social-emotional adjustment are studied. A series of case studies is required of each student. Prerequisites: Education 201 or 203 or consent of the instructor.

306. *Needs and Problems of Children with Learning Disabilities*. An overview of the developing field of specific learning disabilities is presented, and the characteristics of learning disabled children are studied. A multi-disciplinary team approach to the diagnosis of and educational planning for the learning disabled child is emphasized. Prerequisite: Education 203 or consent of the instructor.

307. *Curriculum for Children with Learning Disabilities*. The implications of major learning theories and research are studied as they apply to the curricular planning necessary for the student with learning disabilities. Strategies of various educators and clinicians are reviewed, and special educational delivery systems for serving the learning disabled are examined. Prerequisite: Education 306 or consent of the instructor.

308. *Methods and Materials for Teaching Children with Learning Disabilities*. Specific diagnostic techniques used to analyze learning disabilities of children are studied. Prescriptive instructional approaches which meet the needs of students with learning disabilities are examined. Prerequisite: Education 306 or consent of the instructor.

330. *Elementary School Curriculum and Methods*. An extensive investigation of the curriculum of elementary schools, methods of instruction, and resources and procedures for evaluation. Development of foundations for a successful student teaching experience is a primary objective. A field-based teacher aide assignment is required and includes experiences in various areas of the curriculum studied. Prerequisite: Education 201 or consent of the instructor.

332. *Teaching of Reading and Other Language Arts*. A study of theories, practices, and techniques of teaching reading and other language arts. A teacher aide assignment in the field of reading is arranged. Prerequisite: Education 201 or consent of the instructor.

333. *Remedial Reading*. A study of the educational factors that cause reading problems for children. Students work in local schools in a tutorial laboratory experience using reading tests, reading inventories, and various reading techniques necessary in teaching the disabled reader. Prerequisites: Education 201 and 332.

334. *Teaching of Art in the Elementary School*. The objectives, content, and methods of teaching elementary-level art. One-half credit. Prerequisite: Education 201 or consent of the instructor.

336. *Teaching of Literature in the Elementary School.* A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experience in the art of storytelling is required. Prerequisite: Education 201 or consent of the instructor.

340. *Secondary School Curriculum and Methods.* An investigation of the curriculum of secondary schools, program planning, methods of instruction, and resources and procedures for evaluation. Aiding and teaching experiences are arranged. Development of a foundation for a successful student teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education are advised to substitute Physical Education 320 for Education 340, but they are encouraged to take Education 340 if they are preparing to teach in a second field.)

341. *Secondary Methods and Curriculum in Social Studies.* A study of the concerns of social studies educators, including the role of values in the classroom. Students explore special strategies and curricular materials germane to teaching social studies in secondary schools. Aiding and teaching experiences are arranged. Co-requisite or prerequisite: Education 340 or consent of the instructor.

342. *Secondary Science Methods and Curriculum.* A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. The application of theory and research from science education in planning and implementing instruction is stressed. Opportunities to observe science programs in schools are provided. Independent projects related to the student's academic major are required. Co-requisite or prerequisite: Education 340 or consent of the instructor.

450. *Student Teaching.* Supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Education Department, and, in the case of high school and special certificate candidates, a supervisor from the candidate's

major field. Periodic conferences are arranged to provide opportunities to assess the development of the student teaching experience. Three course credits. Prerequisite: admission to student teaching by the Teacher Education Committee. The criteria for admission may be obtained from the Education Department. (Students may complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest. The program is described on pages 39-40 of this catalog, and further details are available from the Education Department.)

460. *Student Teaching in Learning Disabilities.* This clinical experience provides for in-depth study and classroom instruction of children with learning disabilities. Activities of teacher candidates include opportunities for diagnosis, educational planning, implementation of remedial procedures, and parental counseling. Conferences are scheduled concurrently to provide for reflection on the development of the student teaching experience. Three course credits. Prerequisites: Education 308 and 450 or consent of the instructor, and admission to the practicum by the Teacher Education Committee. The criteria for admission may be obtained from the Education Department.

INDIVIDUAL AND GROUP STUDY

305. *Individual or Group Study.* Independent or small-group study of special topics in education under the guidance of an instructor. One-half or one course credit. Prerequisite: approval of the department chairman.

400. *Independent Study.* Independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: approval of the department chairman.

405. *Urban Education Seminar.* A study of the objectives, organization, programs, and problems of schools in large urban centers. One-half credit. Registration limited to students admitted to the Urban Education program of the Associated Colleges of the Midwest. (See pages 39-40 for program description.)

SPECIAL METHODS AND OTHER COURSES OFFERED BY OTHER DEPARTMENTS

Art 341. Secondary Art Education Methods.
 English 430. Methods of Teaching English.
 History 313. History of American Education.
 Latin 435. Methods of Teaching Latin.
 Mathematics 110 and 111. Mathematics for Elementary Teachers I and II.
 Modern Foreign Languages 460. Methods of Teaching Modern Foreign Languages.
 Music 312. Teaching Music in the Elementary School
 Music 313 and 314. Music Education I and II
 Philosophy 211. Philosophy of Education.
 Physical Education 311. Elementary School Physical Education.
 Physical Education 320. Curriculum and Methods of High School Physical Education.
 Speech Communication Arts 420. Methods of Teaching Speech Communication Arts.
 Note: Mathematics majors seeking secondary certification in mathematics will enroll in Mathematics 324, Methods of Mathematics in the Secondary School, at Knox College to meet the special teaching methods requirement.

ENGLISH

Gary D. Willhardt, Associate Professor, Chairman
 Richard S. Leever, Professor
 Jeremy McNamara, Professor
 Brigit J. Keefe, Lecturer

The English Department program meets the various needs of the general student and of English majors. The curriculum is flexible enough to allow development of English majors who will teach in primary and secondary schools as well as those whose major is preparation for graduate or professional education.

The English Department endeavors to present the "facts and information" about the development of our literary heritage and to instill in students a sensitivity for language and a critical awareness of past and present literature. Course work is offered in writing, individual authors, literary periods, spe-

cific groups, theory, and genre. Independent research is encouraged, as is the growth of independent judgment. It is the department's belief that such development lies not only at the heart of its discipline, but of the liberal arts tradition itself.

■ **Departmental Major.** It is expected that each student majoring in English will work out a meaningful program with his or her adviser. This program must include a minimum of nine courses beyond English 101. Only two of the introductory courses (104, 105, and 106) may be included in the minimum for the major. Classics 221 (Mythology) may be counted towards an English major. English majors must take English 220 or 221 and one course at the 400 level.

■ **Secondary Teacher Certification in English.** Those students seeking secondary certification are required to take one 300 or 400 level course in American literature, one 300 or 400 level course in British literature, English 200 (Grammar), and English 430 (Methods of Teaching English).

100. *English for International Students.* Only international students may register for this course, and this course may not be used to fulfill the distribution requirement in Language and Communication.

This course will be devoted to practice in the colloquial and basic English language forms a student needs to write clear, idiomatic English.

101. *Expository Writing.* This course is devoted to the study and application of basic expository techniques. Weekly themes are written.

104. *Introduction to Drama.* An introduction to the varieties, techniques, and devices of drama. Special emphasis will be given to dramatic conventions and the historical development of drama in the Western world.

105. *Introduction to Fiction.* An introduction to the analysis of the short story, the novella, and the novel.

106. *Introduction to Poetry.* An introduction to the analysis of poetry as a genre.



110. *Fundamentals of Journalism*. Classroom instruction and practice in writing basic news stories and various types of feature or human-interest stories. Enrollment preference will be given to students with journalism training or experience in high school.

200. *Grammar*. A course designed to give students practice in fundamental English grammar. The course emphasizes basic skills, not theory. No prerequisites. One-half course credit.

220. *Anglo-Saxon to Late 17th Century (800-1700)*. An historical survey emphasizing the literary and cultural developments in English literature from the Old English period to the culmination of the English Renaissance. Representative authors will be emphasized.

221. *Neo-classic Through Victorian Literature (1700-1900)*. A course emphasizing the major literary movements, cultural influences, and historical developments in the literatures of England and the United States.

250. *Special Topics*.

305. *Russian Literature in Translation*. A study of representative Russian novels and short stories by the major authors of the 19th and 20th centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Solzhenitsyn, Tolstoi, and Turgenev) against the political and social backgrounds of their times.

314. *History of the English Language*. A study of the historical development of the English language,

with some attention to internal history—sounds and inflection—as well as to external history—political, social, and intellectual movements and forces that have affected the development of the language at different periods.

The following courses are organized in a variety of ways in order to emphasize literary modes, literary groups, or individuals. Students may take any course more than once; course subjects will be announced yearly.

341. *Studies in Medieval and Renaissance British Literature.*

342. *Studies in 17th- and 18th-Century British Literature.*

343. *Studies in 19th- and 20th-Century British Literature.*

344. *Studies in the American Novel.*

345. *Studies in American Literature, 1865-1940.*

346. *Studies in American Literature, 1940 to the Present.*

350. *Special Topics in Literature and Related Areas.* A course which permits the investigation of narrowly defined literary issues, types, modes, and extra-literary influences.

361. *Shakespeare.* Studies in the comedies and the history plays.

362. *Shakespeare.* Studies in the tragedies and romances.

400. *Seminar.* Intensive study in key literary periods and subjects. Prerequisite: consent of the instructor.

430. *Methods of Teaching English.* A study of the basic approaches to the teaching of poetry, fiction, and drama and their application to the classroom. Attention will be devoted to the teaching of composition, marking of themes, and preparing and grad-

ing of examinations. Co-requisite or prerequisite: Education 340.

450. *Independent Study.* Students should arrange with individual instructors for independent study projects.

GEOLOGY

Lyman O. Williams, Professor, Chairman
Donald L. Wills, Professor

The goal of the geology program is for the student to learn to function as a scholar in the classroom, laboratory, library, and field through the full range of facts to high levels of inference. Emphasis on field-oriented problems is consistent with the geographic setting and the nature of the field of geology.

This is accomplished by offering a variety of introductory courses beyond the physical and historical sequence. The department has instituted courses in environmental geology which address the problems of earth-man relationships.

Geology majors are encouraged to participate in research at any early stage in their professional development. These studies are usually field-oriented and focus on problems tailored to the level of the individual student's competence.

The geology program is designed to provide the student with a sound, broadly-based, integrated curriculum which he or she can build upon in graduate school or through continued self-education.

Monmouth College participates in the introductory program Geology in the Rocky Mountains. The program, which is described on page 37, is offered in cooperation with the Associated Colleges of the Midwest.

■ **Departmental Major.** A major in geology consists of a minimum of nine term courses. At least four of these must be at or above the 300 level. Geology majors are expected to participate in Geology 350, Natural Science Seminar, for six terms. Students planning a professional career in geology should take appropriate courses in related sciences and mathematics. Programs of study can be

planned to meet individual students' needs in consultation with advisers and with the approval of the department chairman.

■ **Divisional or Topical Major.** Possible divisional or topical majors include soil science, meteorology, oceanography, and environmental science. Consult page 30 of this catalog for requirements applying to topical and divisional majors.

■ **Secondary Teaching.** The state of Illinois does not specifically certify teachers of earth science. Earth science teachers have the option of being certified in either the teaching of physical science or the teaching of general science and earth science. Requirements for teacher certification are explained in the section on the Department of Education (pages 61-66).

101. *Physical Geology.* An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory and field trips to areas of geologic interest. Open to all students.

102. *Historical Geology.* A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory and field trips to areas of geologic interest. Prerequisite: Geology 101.

105. *Environmental Geology I: Geologic Hazards and Resource Management.* Study of the interaction of man and the environment to discover how one can best conduct affairs to produce minimal change and harm to the environment. The subject is approached through lectures, readings, discussions, laboratory, and field experiences. Prerequisite: Geology 101 or consent of the instructor.

106. *Environmental Geology II: Hydrology.* Physical and chemical properties of water; water in the atmosphere, lithosphere, and biosphere; interaction of man and the hydrosphere, use and conservation of water. Material is presented by members of the biology, chemistry, and physics departments as well as through lectures, readings, discussions, laboratory and field exercises. Open to all students.

212. *Introductory Mineralogy.* Nature and historical development of the science of minerals, investigations of the physical and chemical properties of minerals, description and identification of minerals in hand specimen. Prerequisite: Geology 101 or consent of the instructor. Alternate years.

222. *General Paleontology.* Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Prerequisite: Geology 102 or consent of the instructor. Alternate years.

223. *Geological Techniques.* Study of instruments and their use for measuring earth phenomena. Frequent field trips, some on weekends, during spring vacation, and/or on holidays to areas of geologic interest. Prerequisite: Geology 101 or consent of the instructor. Alternate years.

302. *Stratigraphy.* Principles of stratigraphy, genetic relations, and correlation of rock and time rock units. Prerequisite: Geology 102. Alternate years.

311. *Structural Geology.* Character, classification, and origin of rock structure. Prerequisites: Geology 101, Mathematics 141, or consent of the instructor. Alternate years.

312. *Advanced Mineralogy.* A continuation of Introductory Mineralogy. An examination of the crystallographic, X-ray, and optical properties of minerals. Prerequisite: Geology 212 or consent of the instructor. Alternate years.

322. *Geomorphology.* Consideration of the fundamental concepts of the origin and development of landforms. One of the major tasks in the course will be to utilize quantitative methods of landform analysis. Prerequisite: Geology 101 or consent of the instructor. Alternate years.

325. *Introduction to Petrology.* A study of igneous, sedimentary, and metamorphic rocks. The identification of rocks by hand-specimen and thin-section methods is stressed in laboratory and field situations. Principles and processes governing the ori-

gin, characteristics, and classification of rocks are examined. Prerequisite: Geology 312 or consent of the instructor. Alternate years.

350. *Natural Science Seminar*. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Speakers from outside the College will be invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate and may receive credit with the approval of the chairman of one of the participating departments. One-sixth course credit per term up to a total of one term course credit.

406. *Independent Study*. Individual research and readings. May include senior thesis. Required of all candidates for graduation with Departmental Honors. May be repeated for credit. Prerequisite: consent of the instructor.

407. *Seminar*. Topical seminar with selected readings, written preparations, and/or oral presentations. May be repeated for credit. Prerequisite: consent of the instructor.

GOVERNMENT

Roy M. McClintock, Professor, Chairman
Cecil C. Brett, Professor
Douglas R. Spitz, Professor
Thomas R. Conrad, Associate Professor

The curriculum of the Government Department is designed to provide a broad background in the field of political science. The department offers the standard courses in the major fields of political science, including American government, international relations, foreign governments, political theory, constitutional law, and public administration.

The government curriculum prepares students for graduate school, public service, or law school. All students majoring in government are required to take Government 320. Students intending to go to law school are encouraged to take Government 398. It is strongly suggested that students take courses

in computer programming and statistical methods.

Participation in the Washington House program is a valuable experience for students of all majors, but this is especially true for majors in the Department of Government.

■ **Departmental Major**. A major in government requires a minimum of eight courses, including Government 103 and 104, 241 or 242, 251 or 252, and 320.

103. *Introduction to American National Government*. A study of the federal government and its constitutional foundations, the political process, the institutions of government, and the implementation of domestic and international policies. A basic course in government. No prerequisite. Required of all majors.

104. *State and Local Government and Politics*. A study of the political institutions of the states and their subdivisions (counties, townships, cities, etc.). The legislative, executive, and judicial branches, as well as political parties and pressure groups, will be examined in depth. This course satisfies the state certification requirement that teachers study the Illinois constitution. No prerequisite.

241. *Foreign Government I: Europe*. An examination of the governments and politics of selected European liberal-democratic and totalitarian countries and Third World authoritarian systems. It will involve the study of individuals and groups in the political process and the performance of different political systems. Prerequisites: Government 103 or 104; sophomore standing.

242. *Foreign Government II: Asia*. A study of the governments and politics of selected major and minor nations of Asia, giving attention also to the nation's political setting, historical background, cultural traditions, and international relations. Prerequisites: Government 103 or 104 or History 201, 202, or 203; sophomore standing.

250. *Special Topics*. Timely subjects selected according to the interests of the students enrolled and the capabilities of the instructors.

251. *Political Theory I: Early Modern Period.* An historical survey and philosophical analysis of political theory from ancient Greece to the 16th century. Required reading from Plato, Aristotle, Machiavelli, and others. Prerequisite: History 102 or 103 or Government 103 or 104.

252. *Political Theory II: Modern Political Theory.* A study of major political theorists from the 17th century to the present. Theorists whose writings are examined include Hobbes, Locke, Rousseau, Burke, Marx, Mill, and Lenin. Prerequisite: History 102 or 103 or Government 103 or 104.

300. *Government in Action.* Seminar interviews with governmental officials and their aides in the legislative, executive, and judicial branches of the national government. A part of the Washington House program.

311. *Party Politics and Elections.* A study of American primaries and elections and the problems faced by a candidate for public office. Students will be expected to engage in current political campaigns. Prerequisites: Government 103 or 104; junior standing or consent of the instructor. Offered in election years.

320. *Scope and Methods of Political Science.* An examination of the scientific study of politics, the present state of politics, and the different approaches to the scientific study of politics. Prerequisites: Government 103 or 104; junior standing. Required of all majors.

360. *Public Administration.* The study of the theories, methods, and techniques of leadership for the interpretation and enforcement of public policy and the management and directing of public affairs and services by federal, state, and local governments, independent boards and commissions, and other agencies. Prerequisite: Government 103 or 104.

361. *Legislatures and Legislation.* A study of the legislative process on both the national and state levels. This will include the organization and influence of political parties, the power of interest groups, and recent reforms in legislative organiza-

tion and operation. Prerequisites: Government 103 or 104; junior standing or consent of the instructor.

365. *Modern American Diplomatic History.* A review of the major diplomatic developments of the 20th century (1898 to the present). Attention will be given to the differing interpretations of such developments, including probable causes of wars, and possible effects of those wars.

380. *World Politics.* A study of states in relation to each other as friends, rivals, and contestants. This includes the influence of nationalism, economic rivalry, power politics, causes of conflict, and means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

395. *American Constitutional Law I.* A study of the powers and functions of the federal system and the federal government as developed through judicial



interpretation of the Constitution. Prerequisites: Government 103 and 104; junior standing or consent of the instructor.

396. *American Constitutional Law II.* Civil rights, a study of the judicial interpretation of the federal Bill of Rights and the Fourteenth Amendment. Prerequisites: Government 103 and 104; junior standing or consent of the instructor.

398. *Jurisprudence.* A study of the American courts and the judicial process. This will include the adversary system, the use of precedents, and legal practice. Local lawyers will serve as guest lecturers. Designed for pre-law students. Prerequisite: Government 102, 103, or consent of the instructor.

401. *Independent Study or Internship.* Selected reading, written reports, conferences, or work with government officials. Prerequisite: junior or senior standing. By arrangement with the instructor.

HISTORY

Douglas R. Spitz, Professor, Chairman
 Mary B. Crow, Associate Professor
 Cecil C. Brett, Professor
 William Urban, Professor
 George Arnold, Assistant Professor

The Department of History prepares a student for graduate school, teaching, law, government service, journalism, and other professions and also helps provide the student with a humanistic understanding of the history of man. Except for History 303, 313, and 408, all courses in the department are open to any student without prerequisite. History 311 and 312 may not be used to satisfy the social science distribution requirement.

■ **Departmental Major.** A major in history requires the completion of one course in each of the areas taught by the Monmouth staff (American, European, and Asian) and History 300, Junior Seminar. Six additional courses from those areas round out a major in history. Majors planning to teach are encouraged to take courses in other social sciences

so they will be prepared to teach in a second or even a third area. Majors desiring to graduate with Departmental Honors must take History 408.

History majors planning to teach are required to take Education 341, Secondary Methods and Curriculum in Social Studies.

History majors are encouraged to participate in one of the off-campus programs sponsored by the College or by the Associated Colleges of the Midwest. Such programs as Arts of London and Florence, India Studies, Japan Study, Chinese Studies, and Washington House are described on pages 35-41 of this catalog.

101. *Western Civilization I.* A survey of the social, political, economic, and cultural development of Western civilization from its beginnings to the end of the Middle Ages.

102. *Western Civilization II.* A continuation of History 101, but may be taken separately. A survey of the social, political, economic, and cultural development of European civilization from the Renaissance to the end of the Napoleonic era.

103. *Western Civilization: III.* A continuation of History 102, but may be taken separately. The main political, social, and economic forces in Europe since 1815.

111. *U.S. History I.* A study of the main political, social, and economic factors in the Colonial, early national, and Civil War periods.

112. *U.S. History II.* A study of the Reconstruction period, the rise of big business, agrarian and labor movements, the New Deal, and the United States as a world power.

201. *Modern China.* From 1800 to the present. Emphasis on the impact of the West on China and Chinese responses to the problems caused by the impact of the West and modernization.

202. *Modern Japan.* Social, economic, and political development of modern Japan. Emphasis on the Japanese responses to problems posed by contacts with the Western world.

203. *Modern India*. A study of political, social, and economic factors, with special attention to the impact of British colonialism and the independence movement on traditional institutions.

211. *History of Greece*. Classical Greece. Concentration on ancient historians and their works. Alternate years.

212. *History of Rome*. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman Republic. Alternate years.

222. *Medieval History*. Topics in medieval life, politics, and culture. Alternate years.

223. *The Renaissance*. Social and political life with considerable attention to the cultural contributions of the period.

234. *19th-Century Europe*. The industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1914. Alternate years.

235. *20th-Century Europe*. Main issues in European history from 1914 to the present with emphasis on Germany and Russia as the focal points of European politics. Alternate years.

241. *History of Great Britain I*. English political, economic, and social development from the earliest times to the 17th century. Alternate years.

242. *History of Great Britain II*. A continuation of History 241, but may be taken separately. Survey of major developments in British history from the 17th century to the present. Alternate years.

250. *Special Topics*. Special topics offered in European, American, and non-Western subjects according to the interests of students and the competencies of the staff.

260. *19th-Century American Utopias*. A study of early American communes. A survey of frontier American experiments in religious and/or communal group living that deals with the founders, philosophies, climax, and decline of each. Specific

studies will be made of such groups as the Transcendentalists, the Shakers, the Icarians, the Amana colonists, the Rappites, and the Mormons.

311. *Church History: Ancient and Medieval*. See Religious Studies 311.

312. *Church History: Reformation and Modern*. See Religious Studies 312.

313. *History of American Education*. The evolution of the public school and higher education. Emphasis on problems of the 20th century. This course cannot be used for either distribution or major requirements. Open only to juniors and seniors in the teacher education program.

353. *20th-Century America*. A study of the political and social movements in the United States from about 1890 to the present. Alternate years.

SEMINARS

349-350. *Studies in European History*. Tudor-Stuart England, the Reformation, the French Revolution, and other special topics in European and British history are offered as the perceived need for them arises.

359-360. *Studies in American History*. The Civil War, modern American diplomatic history, studies in black history, and other special topics in American history are offered as the perceived need for them arises.

300. *Junior Seminar*. A research and historiography seminar required of all majors in the junior year.

320. *Independent Reading*. Reading supervised by instructors in more advanced areas not normally offered. Consent of the instructor is necessary.

408. *Independent Study*. An extensive research thesis. Topic is selected by the student and the instructor. Prerequisites: History 300 and consent of the instructor. Required of all history majors who wish to be eligible for Departmental Honors at graduation.

MATHEMATICS

George Converse, Associate Professor, Chairman
 Richard Kieft, Assistant Professor
 Peter Kloeppe, Associate Professor
 Lyle Welch, Assistant Professor
 John Hoover, Assistant Professor

Each course in the Mathematics Department is designed to help the student develop an understanding of concepts, competency in problem solving, and technical proficiency. Recent majors have pursued their interests in a variety of fields. Some are mathematicians in industry or government, some are teachers, some are businessmen, some are graduate students, and others have gone on to medical or law school.

■ Departmental Major.

1. The departmental major in mathematics requires ten term courses numbered 151 or higher, including: (a) Mathematics 151, 152, 153, 241, 301, and 311; (b) Mathematics 254 or 339; and (c) Mathematics 302 or 340.

2. Students who complete the teacher certification requirements may obtain a major in mathematics by taking a minimum of ten term courses from 125 and those numbered 151 or higher, including: (a) Mathematics 125, 151, 152, 153, 241, and 311; and (b) a course in geometry (either Mathematics 317 or 350 when the topics are in geometry).

3. Candidates for Departmental Honors in mathematics are expected to complete appropriate independent study and to pass a comprehensive examination.

4. Students who expect to pursue graduate study in mathematics should gain proficiency in French, German, or Russian.

103. *Introduction to Computer Programming.* One-third course credit.

104. *A Numerical Approach to Elementary Mathematics.* Concepts in algebra, graphing of functions, and linear algebra approached from a numerical and problem-solving point of view. Enrollment limited to students who do not have credit for a college mathematics course.

106. *Elementary Statistics.* Methods for handling data, nature of probability distributions, and introduction to statistical inference with applications. Includes mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. *Mathematics for Elementary Teachers I.* A study of the number systems of arithmetic—the natural numbers, the rational numbers, and the integers and their properties. Enrollment limited to students preparing to teach elementary school mathematics.

111. *Mathematics for Elementary Teachers II.* Informal geometry and topics in mathematical reasoning. Enrollment limited to students preparing to teach elementary school mathematics. Mathematics 110 and 111 may be taken in either order.

125. *Introduction to Computer Science.* An introduction to the computing process; use of the computer in problem solving; elements of BASIC programming; applications and cultural impact of computers and computing. One course credit.

141. *Elementary Functions.* A study of polynomial, circular, exponential, and logarithmic functions. This is a pre-calculus course. Prerequisite: two and one-half years of college preparatory mathematics.

151. *Calculus I.* A study of the calculus of functions of a single variable. Prerequisite: placement or Mathematics 141.

152. *Calculus II.* Continuation of Mathematics 151. Prerequisite: Mathematics 151.

153. *Calculus III.* Calculus of functions of more than one variable, including partial differentiation and multiple integration. Prerequisite: Mathematics 152.

225. *Applications of Computer Programming.* Second course in computer programming. Topics include structured programming, advanced programming techniques, and applications of the computer to a variety of fields. Students



will choose an area of personal interest (to be approved by the instructor) and write well-structured programs in that area. Prerequisite: Mathematics 125.

241. *Linear Algebra*. Finite dimensional vector spaces, linear transformations, and matrices. Prerequisite: Mathematics 151.

254. *Differential Equations*. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 153.

301. *Advanced Calculus*. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Prerequisite: Mathematics 153. Alternate years.

302. *Advanced Calculus*. Continuation of Mathe-

matICS 301. Prerequisite: Mathematics 301. Alternate years.

311. *Introduction to Modern Algebra*. Rings, integral domains, fields, groups, determinants, and matrices. Prerequisite: Mathematics 152. Alternate years.

315. *Theory of Numbers*. The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, and residues. Prerequisite: Mathematics 152. Alternate years.

317. *Geometry*. Some topics in advanced and modern geometry. Sample topics include non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Prerequisite: Mathematics 152. Alternate years.

323. *Numerical Analysis*. An introduction to nu-

merical methods in mathematics. Topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, and numerical solutions of differential equations. Prerequisites: Mathematics 103 (may be taken concurrently) and Mathematics 153. Alternate years.

339. *Probability and Statistics*. An introduction to probability theory and its applications. Discrete and continuous random variables, density functions, distribution functions, expectation, and variance. Prerequisite: Mathematics 153. Alternate years.

340. *Probability and Statistics*. An introduction to the theory and applications of statistics. Limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339. Alternate years.

341. *Functions of a Complex Variable*. Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, and conformal mappings. Prerequisite: Mathematics 153. Alternate years.

350. *Topics in Mathematics*. Sample topics include topology, operations research, mathematics modeling, and continuations of any other mathematics courses listed in this catalog. The course may be repeated provided the student does not already have credit for the topic being studied. Offered only when there is sufficient student interest. Prerequisites: Mathematics 152 and consent of the instructor.

351. *Topics in Computer Science*. Sample topics include data structures, operating systems, and computer architecture. The course may be repeated provided the student does not already have credit for the topics being studied. Offered when there is sufficient interest. Prerequisites: will vary according to the topics studied.

421. *Independent Study and Seminar*. Selected topics in advanced mathematics. Prerequisite: Mathematics 311.

MODERN FOREIGN LANGUAGES

Harry W. Osborne, Professor, Chairman
Margaret Hastings, Lecturer
Patricia Conrad, Lecturer
John Van Kerk, Assistant Professor

The Modern Foreign Language Department at Monmouth College has two main functions: (1) to supply the beginning student with a useful learning tool and expose him or her to a foreign way of life and thought and (2) to provide advanced courses for those interested in specializing in foreign languages and literatures.

Beginning courses emphasize practical use of the language while laying the foundation for advanced study if the student desires to continue.

In its language and literature courses, the Modern Foreign Language Department tries to give students an understanding of the history and culture of the country or countries whose language they are studying. The department feels that the study of a foreign language gives a singularly direct and probing insight into another culture and that such an insight has another interesting reward—it enables us to see much more clearly into our own culture and civilization.

The department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every possible way. The department feels that such a study-travel experience is invaluable to all students and provides them with a better understanding of themselves and their world. Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department, and programs must be planned well in advance.

In addition to its two main functions, the department, in collaboration with the Department of Education, offers teacher education programs for students preparing to become teachers. Students interested in using a foreign language for teaching in the secondary schools should take six courses beyond the elementary level (the minimum requirement for the state of Illinois).

On the basis of placement examinations, recommendations for courses are made to students who

wish to continue a language studied in high school. An indication by the placement examination that the student has shown mastery of language material at the 102 level or the successful completion of a modern foreign language course at the 102 level allows the student to fulfill part of the Language and Communication distribution requirement.

■ **Departmental Major** (Spanish and French). A major requires a minimum of eight term courses beyond 101-102 covering the periods of literature. At least one independent study course is encouraged.

SPANISH

101. *Elementary*. An introduction to Spanish as a spoken and written language. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary*. A continuation of Spanish 101.

201. *Intermediate*. Continued emphasis on the spoken and written language aimed toward adequate oral and written expression. Readings from modern literature with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

252. *Culture, Folklore, and Historical Background of the Spanish-Speaking World*. This course deals with the different aspects of Spanish customs and the development of the culture and its ramifications in other countries. Prerequisite: Spanish 201.

299. *Written and Oral Practice*. Spanish language structure beyond the intermediate level, conversation based on readings, and written composition aimed toward accuracy of expression. Prerequisite: Spanish 201.

310. *Advanced Composition and Conversation*. Concentrated training in the use of the Spanish language, both in its written and oral expression. Prerequisite: Spanish 299 or consent of the instructor.

311. *Masters of the Theatre*. Origins of the theatre and its development. Study of the social and politi-

cal reasons that the plays came into being. Analysis of major playwrights of the Golden Age through the 19th century. Prerequisite: Spanish 299 or consent of the instructor.

312. *Spanish Verse From Its Origins to the 19th Century*. Study of early ballads, poetry of the Golden Age, baroque and romantic poets in Spain, and neo-classic and premodernist poets in Latin America. Prerequisite: Spanish 299 or consent of the instructor.

313. *Modern Masters of Spanish Verse*. Poets and movements of the 19th and 20th centuries in Spain and Latin America. Special attention is given to modernism and the generations of 1898, 1914, and 1936. Prerequisite: Spanish 299 or consent of the instructor.

314. *Contemporary Literature*. Study of the latest authors of the Spanish-speaking world. The course will cover prose, poetry, and drama. Prerequisite: Spanish 299 or consent of the instructor.

320. *Individual or Group Study*. Specialized study, with guidance, of certain aspects of Spanish literature, e.g., romancero, picaresque novel, and Golden Age drama.

350. *Spanish Prose*. The development of Spanish prose from the Middle Ages through the 19th century as seen in selected masterworks. Prerequisite: Spanish 299 or consent of the instructor.

401. *Independent Study*. Individual research problems under the guidance of the instructor. Prerequisite: consent of the instructor.

FRENCH

101. *Elementary*. Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary*. A continuation of French 101.

201. *Intermediate*. Selected readings of modern

literature with continued oral practice. Prerequisite: French 102 or the equivalent.

250. *Special Topics*.

299. *Written and Oral Practice*. A study of French language structure beyond the intermediate level. Grammar, written and oral composition, and insistence on accuracy of expression. Prerequisite: French 201.

310. *Advanced Composition and Conversation*. An advanced course in the study of French grammar, composition, style, and phonetics. Prerequisite: French 299 or consent of the instructor.

320. *Individual or Group Study*. Specialized study, under the guidance of the instructor, of certain aspects of French literature, e.g., medieval literature, romantic poetry, Zola, and naturalism.

340. *Medieval, Renaissance, and Pre-classical French Literature*. One credit. Selected masterpieces of French literature from the Middle Ages, the Renaissance, and the pre-classical or baroque periods studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent.

341. *Classicism, Voltaire, and Diderot*. One credit. Selected French masterpieces from the period of *le grande classicisme* and the works of Voltaire and Diderot studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent.

342. *Rousseau and the 19th Century*. One credit. Selected writings from the works of Rousseau and masterpieces from 19th-century French literature studied with attention to the cultural milieu in which these works were produced. Prerequisite: French 299 or its equivalent.

343. *Modern French Literature*. One credit. Selected masterpieces of French literature of the 20th century studied with attention to the cultural milieu in which these works were produced.

401. *Independent Study*. Individual research problems under the guidance of the instructor. Prerequisite: consent of the instructor.

GERMAN

101. *Elementary*. Introduction to spoken and written German. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns.

102. *Elementary*. A continuation of German 101.

340. *Introduction to Linguistics and Phonetics*. A course designed for students interested in the structure and phonetics of modern languages.

460. *Methods of Teaching Modern Foreign Languages*. Study and discussion of the methods of teaching modern foreign languages. Introduction to phonetics and linguistics.

MUSIC

Gene H. Anderson, Instructor, Chairman
Richard L. Griffiths, Associate Professor
Michael E. Sproston, Assistant Professor
Elwood Ball, Assistant Professor
Uri Barnea, Visiting Assistant Professor
Richard Cheadle, Visiting Assistant Professor
Barbara Anderson, Lecturer

The program of the Music Department has been planned to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. For the general student, there are courses in music literature, music theory, and performance. For the music major, there is a four-year program designed to prepare students for graduate school, public school teaching, and professional performance as well as for such related fields as music business and music librarianship.

■ **Departmental Major**. Music 121, 122, 123, 202, 203, 321, 322, 323, 401, and 402; at least two course credits of applied music; participation in

music ensembles; and attendance at campus concerts and recitals are required for a major in music.

Students concentrating in performance must take the equivalent of at least three credits of applied music and present a full recital during their senior year.

Students preparing for certification in secondary vocal music education must take Music 313, two courses in instrumental techniques, and satisfy the professional education requirements.

Students preparing for certification in secondary instrumental music education must take Music 314, Music 251 (Vocal Techniques), three courses in instrumental techniques, and satisfy the professional education requirements.

Students preparing for a special K-12 music certificate must take Music 312 in addition to the above music education courses in their area and must satisfy the professional education requirements.

■ **Applied Music.** Performance instruction is available through audition or the consent of the instructor and consists of one half-hour lesson per week with a minimum of one hour of daily practice for one-sixth credit per term. Music majors or other advanced performers may elect to study for one-third credit per term. This consists of a one-hour individual lesson per week with a minimum of two hours of practice daily.

Music majors are expected to demonstrate competence on the keyboard. This may be accomplished by either passing an examination in functional piano or by taking an additional course in applied piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a tool for further study in music.

Odd-numbered courses are worth one-sixth credit per term; even-numbered courses are worth one-third credit.

141/142. <i>Organ.</i>	161/162. <i>Woodwinds.</i>
145/146. <i>Piano.</i>	165/166. <i>Brass.</i>
151/152. <i>Voice.</i>	171/172. <i>Percussion.</i>
155/156. <i>Strings.</i>	

■ **Ensembles.** The following ensembles are open to all students by audition or by consent of the instructor. Each is worth one-sixth credit per term.

181. *Vocal Chamber Music.* Includes the Chamber Singers and other small vocal ensembles.

182. *Instrumental Chamber Music.* Includes the chamber orchestra, woodwind quintet, brass quintet, string quartet, and other small instrumental ensembles.

183. *Jazz Ensemble.* Includes the Sound of Five, Jazz Ensemble, and other small vocal or instrumental jazz groups.

184. *Concert Choir.*

185. *Concert Band.*

COURSES

101. *Introduction to Music.* Designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. No prerequisites.

121. *Theory of Music I.* An approach to the elements of music—melody, harmony, rhythm, tone color, form—through the study of music literature from various stylistic periods and through the development of skills in listening, singing, keyboard, composition, and analysis. No prerequisite.

122. *Theory of Music II.* A continuation of Music 121. Prerequisite: Music 121 at the intermediate level or consent of the instructor.

123. *Theory of Music III.* A continuation of Music 122. Prerequisite: Music 122 at the advanced level or consent of the instructor.

201. *Counterpoint.* The principles of 16th-, 18th-, and 20th-century counterpoint and an introduction to canon and fugue through composition and analysis of selected examples. Prerequisite: Music 123.

202. *Orchestration and Arranging.* A study of orchestral and band instruments and their use in small and large ensembles. Students will arrange music for a variety of performing groups in various musical styles. Prerequisite: Music 123.

203. *Conducting.* The principles of conducting and interpretive study of both choral and instrumental scores. May include conducting of campus musical groups. Prerequisite: Music 123 or consent of the instructor.

250. *Special Topics.* A course of variable content, the focus of which is determined by the instructors' interests and competencies and by the interests and needs of the students. No prerequisite.

251. *Vocal Techniques.* Basic vocal pedagogical techniques through singing, listening, and working with others in a class situation. For the student preparing to teach music in the public schools. One-third course credit. Prerequisite: Music 123 or consent of the instructor.

252. *String Techniques.* A study of the techniques of playing the violin, viola, cello, and double bass

for the student who is preparing to teach music in the public schools. One-third course credit. Prerequisite: Music 123.

253. *Woodwind Techniques.* A study of the techniques of playing the flute, oboe, clarinet, bassoon, and saxophone for the student preparing to teach music in the public schools. One-third course credit. Prerequisite: Music 123.

254. *Brass Techniques.* A study of the techniques of playing the trumpet, French horn, trombone, baritone, and tuba for the student preparing to teach music in the public schools. One-third course credit. Prerequisite: Music 123.

255. *Percussion Techniques.* A study of the techniques of playing the timpani, snare drum, bass drum, mallet, and auxiliary percussion instruments for the student preparing to teach music in the pub-



lic schools. One-third course credit. Prerequisite: Music 123.

312. *Teaching Music in the Elementary School.* Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. No prerequisite.

313. *Music Education I.* Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles. Prerequisite: Music 123.

314. *Music Education II.* Teaching and administration of instrumental music in secondary schools. Techniques of group instruction, materials, equipment, organization, budgeting, and rehearsing bands and orchestras. Prerequisite: Music 123.

321. *History and Literature of Music I.* Music from the earliest times to 1750, concentrating especially on the Renaissance and baroque periods. Emphasis on works, styles, and formal and theoretical considerations, including study and analysis of contrapuntal forms, i.e., the canon and fugue. Introduction of bibliographic materials and procedures for research in music. Prerequisite: Music 123 or consent of the instructor.

322. *History and Literature of Music II.* Music from 1750 to 1900, the classic and romantic periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of the homophonic forms of music. Continued study of bibliographic materials and procedures. Prerequisite: Music 123 or consent of the instructor.

323. *History and Literature of Music III.* Music from 1900 to the present. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of serialism and other 20th-century techniques. Continued study of bibliographic materials and procedures. Prerequisite: Music 123 or consent of the instructor.

401. *Seminar.* Field trips to selected off-campus cultural events. Includes research, written critiques, or analysis of music performed. Prerequisite: Music 323 or consent of the instructor.

402. *Independent Study.* Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 323 or consent of the instructor.

PHILOSOPHY

J. Prescott Johnson, Professor, Chairman

The Department of Philosophy offers a program of studies which is designed to meet the varied and developing interests and needs of today's students. This program includes courses which are particularly designed to acquaint students with the nature of philosophical thought. They reflect the distinctive character of philosophy in providing an opportunity for students in the sciences, history, literature, art, religion, and education to become aware of the presuppositions and implications of their disciplines.

The department offers courses in the major systematic and historical areas of philosophy. These courses enable the student to pursue advanced undergraduate work in philosophy and to become qualified for graduate study in philosophy.

Seminars and independent studies are a significant part of the program leading to a major in philosophy. Such courses provide students with the opportunity to study intensively topics which are within their interests and capabilities.

Graduation with Departmental Honors ordinarily requires a college cumulative grade-point average of at least 3.0 and a departmental cumulative grade-point average of at least 3.5. The student should apply for Departmental Honors during the first term of the junior year. In the senior year the student must submit to the philosophy faculty a senior thesis. To be awarded Departmental Honors, the thesis must carry the grade "pass with honors." Application forms, along with instructions governing submission of the thesis, are available from the department.

■ **Departmental Major.** A major in philosophy requires a minimum of eight term courses in philosophy, including two terms of individual study. It is recommended that students plan their work to include at least two courses in the history of philosophy and two courses in systematic philosophy.

101. *Introduction to Philosophy.* An introduction to the general field and methods of philosophy and to the basic problems in the philosophy of science and the philosophy of man and human culture.

102. *Introduction to Logic.* A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

210. *Advanced Logic.* Techniques of symbolic logic and problems of logical theory.

211. *Philosophy of Education.* Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, and seniors. This course may not be used to satisfy distribution requirements for graduation.

213. *Philosophy of Religion.* A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen.

301. *Greek and Medieval Philosophy.* A study of the development of Greek and medieval philosophy with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to the historical roots of contemporary problems. Prerequisite: Philosophy 101 or junior or senior standing. Alternate years.

302. *Modern Philosophy.* A continuation of Philosophy 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: Philosophy 101 or junior or senior standing. Alternate years.

303. *Ethics.* An analysis of basic moral concepts and a study of their application in personal choice

and decision and of the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101 or junior or senior standing. Alternate years.

305. *Contemporary Philosophy.* Twentieth-century philosophy, its roots in 19th-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: Philosophy 301 and 302 or consent of the instructor. Alternate years.

315. *Aesthetics.* A study of values in literature, music, painting, and other arts with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101 or junior or senior standing. Alternate years.

316. *Philosophy of Science.* The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: Philosophy 101 or junior or senior standing.

■ **Seminars and Individual Study.** Each philosophy major is expected to take at least two individual study courses, one each during the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. *Philosophy Seminar.* A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four philosophy courses.

402. *Philosophy Seminar.* A continuation of Philosophy 401.

411. *Junior Independent Study.* Individual reading, reports, and papers in areas of special interest to the student. Prerequisite: four philosophy courses.

412. *Junior Independent Study.* A continuation of Philosophy 411.

421. *Senior Independent Study.* A continuation of Philosophy 411 and 412, culminating normally in

the preparation of a senior thesis. Prerequisite: Philosophy 412.

422. *Senior Independent Study*. A continuation of Philosophy 421. Prerequisite: Philosophy 421.

PHYSICAL EDUCATION

Terry Glasgow, Assistant Professor, Chairman,
Director of Athletics

William Reichow, Associate Professor

Barbara Priest, Instructor

John Skornicka, Instructor

Barbara Schroeder, Instructor

Philip Brown, Instructor

John Romano, Instructor

The Department of Physical Education prepares the majority of its majors for teaching and coaching in the public and private schools of Illinois at either the secondary or elementary level. Each student is provided a comprehensive background in physical education experiences and activities.

Students who wish to be certified for teaching physical education should review the information on teacher certification (pages 61-63) and consult the chairman of the Department of Education. For a teaching program, the following course requirements must be completed: Physical Education 180, 190, 210, 212, 315, 325, 421, 423, 425, and 430; women must take Physical Education 209; and men must take one course from Physical Education 317, 318, or 319. Biology 217 is also required.

Students may select physical education as a second teaching field and should consult the chairmen of the Department of Physical Education and the Department of Education.

Students interested in recreation, physical therapy, or related areas may select these options as preparation for careers or for graduate study in these specialties. Further information about these options is available from the department chairman.

One-sixth term course credit will be given for each basic skill course with a maximum of one course credit in basic skills to be counted toward the degree. All physical education majors must include BSC 110, BSC 131, and BSC 140 as three of

the six basic skill courses that are required.

In addition to its primary academic mission, the Department of Physical Education and Athletics offers a variety of activities of both a competitive and an instructional nature. Monmouth College features physical education activity courses attractive to the entire college community. An extensive intramural program offers more than 30 individual and dual sports conducted throughout the academic year. An overwhelming majority of Monmouth students participate in these competitive activities. The department also sponsors a variety of recreational activities designed to allow students to use physical education and athletic facilities at their leisure.

■ **Departmental Major.** Each student majoring in physical education must successfully complete six basic skill courses, including BSC 110, BSC 131, and BSC 140 and a minimum of nine term courses approved by the department, including Physical Education 180, 190, 210, 212, 421, 430, and either 315 or 423; women must take Physical Education 209; and men must choose one from Physical Education 317, 318, or 319. Each major must also complete Biology 217.

All majors are required to show satisfactory performance on a standardized comprehensive examination in the third term of their junior year. A fee is charged for this test.

BASIC SKILL COURSES

BSM 103. *Basketball*.

BSM 104. *Volleyball*.

BSM 105. *Wrestling*.

BSC 110. *Physical Fitness*.

BSC 111. *Weight Training*.

BSW 112. *Synchronized Swimming*.

BSW 114. *Basketball*.

BSW 115. *Volleyball*.

BSC 121. *Beginning Bowling.*

BSC 122. *Beginning Golf.*

BSC 123. *Beginning Tennis.*

BSC 131. *Swimming.*

BSM 132. *Handball.*

BSC 133. *Racquetball.*

BSC 134. *Archery.*

BSC 135. *Fencing.*

BSC 136. *Badminton.*

BSC 137. *Lifesaving.*

BSC 138. *Water Safety Instruction.*

BSC 140. *Gymnastics.*

BSC 145. *Modern Jazz Dancing.*

BSC 151. *Advanced Bowling.*

BSC 152. *Advanced Golf.*

BSC 153. *Advanced Tennis.*

BSC 160. *Cheerleading* (requires special permission for credit).

PEC 200. *Intercollegiate Sports.*

PHYSICAL EDUCATION COURSES

180. *Personal and Community Health.* Personal and community health problems and information concerning personal, family, and community health for prospective teachers of health.

190. *Foundations of Physical Education.* An introduction to the profession with emphasis on its history, principles, objectives, programs, and professional opportunities.

209. *Team Sports for Women.* An analysis of the skills necessary to perform selected team sports for women. The student must also demonstrate proficiency in each team sport selected. Alternate years.

210. *Individual Sports.* An analysis of the skills necessary to perform and teach selected individual sports. The student must also demonstrate proficiency in each of the individual sports. Not open to freshmen or non-majors.

212. *Rhythmical Activities.* The fundamentals of rhythms and social, folk, and square dance. Emphasis is placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to methods of teaching them.

217. *Human Anatomy and Physiology.* See Biology 217.

311. *Elementary School Physical Education.* The development of the physical education program in the elementary grades. Emphasis is on program content and the methods of teaching physical education in the elementary school.

315. *Kinesiology.* Mechanical and anatomical analysis of human motion. Prerequisite: Biology 217.

317. *Coaching of Football.* A study of the methods and techniques of coaching football. Prerequisite: junior or senior standing. Non-majors must have the permission of the department chairman to enroll. Alternate years.

318. *Coaching of Basketball.* A study of the methods and techniques of coaching basketball. Prerequisite: junior or senior standing. Non-majors must have the permission of the department chairman to enroll. Alternate years.

319. *Coaching of Baseball and Track.* A study of the methods and techniques of coaching baseball, track, and field. Prerequisite: junior or senior standing. Non-majors must have the permission of the department chairman to enroll. Alternate years.

320. *Curriculum and Methods of High School*



Physical Education. Methods of teaching physical education. This course cannot be applied to requirements for a major. Open only to juniors and seniors in the teacher education program.

325. *Athletic Training and First Aid.* A study of athletic injuries and first aid with reference to safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation of injuries. One-third course credit. Alternate years.

420. *Independent Study.* The independent study is developed under the guidance of the chairman of the department. Arrangements must be made with the chairman prior to enrolling in this course.

421. *Organization and Administration.* The administration of physical education in elementary, junior high, and senior high schools, including the organization of physical education, athletic, and intramu-

ral programs. Program objectives, scheduling, budgeting, equipment, and related areas are covered. Prerequisite: Physical Education 311 or 320.

423. *Physiology of Exercise.* Functional responses of the human body during movement with special reference to elementary physiological principles underlying exercise and training. Lecture, four to five hours; laboratory, one hour (weekly). Prerequisite: Biology 217.

425. *Tests and Measurements in Physical Education.* A study of tests and measurements used in physical education. Emphasis on the administration of tests and grading procedures.

430. *Adaptive Physical Education.* A study of the role of exercise in rehabilitating prevalent disabilities, medical liaison, and fundamental concepts of adjustment and development of the handicapped. Prerequisite: Physical Education 315.

PHYSICS

Charles E. Skov, Professor, Chairman
Peter K. Kloeppel, Associate Professor

Basic competence in physics within the framework of a liberal education, an understanding of the interplay between theory and experiment, and the development of the ability to learn independently are the goals of the program for physics majors.

The department contributes to the foundations for learning any science, provides physics training for pre-professional programs, and offers an opportunity for humanities and social science students to learn the nature of an experimental science.

Students may study physics in preparation for positions in industry, for secondary school teaching, for graduate study, or just to become more liberated in a technical society. The physics major can be combined with work in other departments to make possible, for example, another area of competence for a secondary school teacher or graduate study in disciplines other than physics.

Students interested in engineering may choose the three-two cooperative program. Students in this program can major in physics and, with careful planning, complete all the graduation requirements of Monmouth College in nine terms. They then attend one of several institutions for two years of engineering study. Upon successful completion of this five-year program, the student receives the Bachelor of Arts degree from Monmouth College and the appropriate engineering degree from the engineering school. Further information on this program may be found on page 47 of this catalog.

■ **Departmental Major.** A departmental major in physics consists of at least eight term courses, including at least two courses at the 300 level or higher. In addition, the student must complete the prerequisite courses in mathematics. Students are expected to participate in Physics 350 (Natural Science Seminar) during their junior and senior years. Students planning to pursue graduate study should take the minimum of eight courses beyond the introductory sequence (110, 111, and 112) and including 208, 210, 212, 302, 303, and either 308, 325, or 326. Programs may be planned with consider-

able flexibility to meet the individual student's needs with the consent of the adviser and the department.

103. *Astronomy.* Astronomical observation and instrumentation-telescoping, spectroscopy, radio astronomy. The solar system, the sun, and other stars. Lecture and laboratory.

110. *Introductory Physics* (for science majors). Fundamentals of mechanics, heat, and sound. Co-requisite: Mathematics 151.

111. *Introductory Physics* (for science majors). Fundamentals of electricity and magnetism. A continuation of Physics 110. Prerequisite: Physics 110. Co-requisite: Mathematics 152.

112. *Introductory Physics* (for science majors). Fundamentals of optics, atomic and nuclear physics. A continuation of Physics 111. Prerequisites: Physics 111 and Mathematics 152.

121. *Introduction to Physics* (for non-science majors). A descriptive course requiring a minimum of mathematics covering classical and modern physics. Alternate years.

122. *Introduction to Physics* (for non-science majors). A continuation of Physics 121. Prerequisite: Physics 121. Alternate years.

208. *Intermediate Mechanics.* Dynamics, motion of a particle in three dimensions, systems of particles, rotational dynamics, gravitation, non-inertial reference frames. Prerequisites: Physics 110, 111, and 112 and Mathematics 153.

210. *Electrical Measurements.* Use of instruments for the precise measurement of electrical quantities. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

211. *Electronics.* A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 111 or 122 or consent of the instructor. Alternate years.

212. *Optics.* Geometrical and physical optics.

Reflection, refraction, optical instruments, interference, diffraction, dispersion, and polarization. Prerequisites: Physics 112 and Mathematics 254 or consent of the instructor. Alternate years.

302. *Quantum Mechanics*. Introduction to quantum mechanics. Prerequisites: Physics 208 and Mathematics 254.

303. *Electricity and Magnetism*. An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112 and Mathematics 254.

308. *Atomic and Molecular Physics*. Fundamental particles, atomic and molecular structure and spectra, X-ray spectra. Prerequisite: Physics 302. Alternate years.

325. *Solid State Physics*. An introduction to solid state physics; crystal structure, thermal, dielectric, and magnetic properties of solids. Band theory and semiconductors. Prerequisite: Physics 302. Alternate years.

326. *Nuclear Physics*. An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability, and nuclear spectra. Prerequisite: Physics 302. Alternate years.

350. *Natural Science Seminar*. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Speakers from outside the College will be invited to speak each term. Required of juniors and seniors majoring in biology, chemistry, geology, and physics. Other students are invited to participate and may receive credit with the approval of the chairman of one of the participating departments. One-sixth course credit per term up to a total of one term course credit.

356. *Statistical Physics*. Introductory statistical mechanics and thermodynamics. Prerequisites: Physics 112 and Mathematics 254. Alternate years.

401. *Seminar*. Special topics in physics. Prerequisite:

sites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

410. *Independent Study*. Individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

The following courses at Knox College are available to Monmouth students:

Physics 341, *Advanced Mechanics*. Prerequisite: Physics 208 at Monmouth College.

Physics 342, *Electromagnetism*. Prerequisite: Physics 303 at Monmouth College.

PSYCHOLOGY

Charles J. Meliska, Associate Professor, Chairman
William M. Hastings, Associate Professor
A. Dean Wright, Associate Professor

The psychology curriculum is designed to prepare students for graduate study and for entry into a variety of social service occupations. The program emphasizes research and methodological approaches to the study of behavior and to the application of psychological principles to the problems of society.

■ **Preparation for Graduate Study.** Students planning to pursue graduate study will find Psychology 315, 317, 324, 326, 333, and 405 to be of particular value. Two, and possibly three, terms of Senior Research (Psychology 410, 411, and 412) are recommended for students planning to enter graduate programs. Proficiency in computer programming is also highly recommended for students planning to continue their educations.

■ **Preparation for Social Services Employment.** Students majoring in psychology are encouraged to develop vocational skills by conducting independent studies (Psychology 351 and 352) in social service agencies. These independent studies are designed to allow a student to apply the knowledge gained from course work to a particular social

service problem. Depending upon student interest and agency needs, independent studies may be conducted at a mental health center, a vocational rehabilitation workshop, a school for handicapped children, a residential care center for retarded adults, a community center for the aged, and other local social service agencies.

■ **Departmental Major.** A departmental major in psychology requires that the student satisfy the following minimal requirements: (A) a minimum of one term course at the 100 level; (B) a minimum of eight term courses at the 200 level or higher; (C) Mathematics 106 or a passing score on a proficiency examination administered by the Psychology Department; (D) Psychology 201, 202, and 410 (a grade of C or higher in Psychology 201 and 202 is required before students may enroll in 315, 324, 326, 333, or 410); (E) a minimum of two term courses from Psychology 315, 317, 324, 326, and 333; and (F) the Undergraduate Record Examination, which is taken during the third term of the junior year.

INTRODUCTORY COURSES

111. *Psychobiology and Conditioning.* Biological roots of behavior: principal functions of the brain and spinal cord; physiology of sensation, motivation, emotion, learning, and memory; and essentials of Pavlovian and instrumental conditioning and their relevance for animal and human adaptations.

121. *Human Intelligence, Thought, and Memory.* The study of human behavior emphasizing behavior modification models of learning and information-processing models of perception and cognition. An introduction to the principles of human learning, perception, and memory.

131. *Personality and Social Behavior.* The study of man as a complex social being. The development of individual differences. The effects of society in molding the total person. Topics of the course include attitudes and attitude change, formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values.

ADVANCED COURSES

One introductory course from among Psychology 111, 121, and 131 is the prerequisite for all advanced courses in the department. In certain cases additional prerequisites are indicated under the course description.

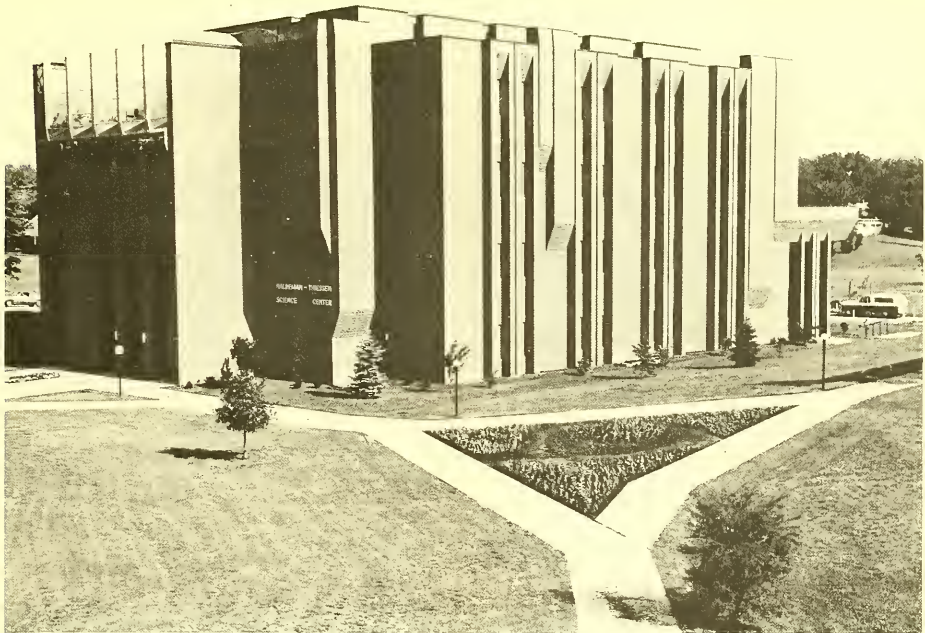
201. *Research Methods in the Behavioral Sciences I.* An introduction to the scientific method as it is used in the social and behavioral sciences. Topics include descriptive and inferential statistics, how to draw logical conclusions from behavioral data, and the design of experiments. Laboratory. Prerequisite: Mathematics 106 or a passing score on an examination administered by the Psychology Department.

202. *Research Methods in the Behavioral Sciences II.* An extension of Psychology 201 with an emphasis on the design and analysis of multi-factor experiments. Training in the use of laboratory equipment. Experience in the design, conduct, analysis, and reporting of psychological research. Laboratory. Prerequisite: Psychology 201. Mathematics 125 is recommended.

231. *Developmental Psychology.* Examination of human development from conception through adulthood. An analysis of pertinent theories and research related to such processes as learning and perception. Prerequisite: one psychology course.

235. *Introduction to Counseling.* A survey of major theories and practices in counseling and psychotherapy, including cognitive, affective, and behavioral models; directive and non-directive approaches; tests and assessment devices; the ethics of intervention; and evaluation of research in counseling and psychotherapy. Prerequisite: one psychology course.

250. *Special Topics.* The study of a selected area of special interest. Topics such as humanistic psychology, industrial psychology, and the application of psychology to community issues are among those that are offered. Prerequisite: one psychology course.



305. *Persuasive Communication and Propaganda.* See Speech Communication Arts 305.

315. *Animal Learning and Motivation.* A study of the acquisition, maintenance, modification, and extinction of learned behavior. The role of needs, incentives, and drive satisfaction in conditioning. Laboratory. Prerequisite: Psychology 202. Alternate years.

317. *Physiological Psychology.* A continuation of Psychology 111. Behavior genetics and evolution; biochemistry of neural conduction and synaptic transmission; physiology of sensation and movement; neural mechanisms in homeostasis, sleep, dreaming, and sexual and reproductive behaviors; biochemistry of learning and memory; and mechanisms of action of psychoactive drugs. Laboratory.

Prerequisite: Psychology 111 or consent of the instructor. Alternate years.

324. *Human Learning and Memory.* Emphasis on contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and learning motor skills. Laboratory. Prerequisite: Psychology 202. Alternate years.

326. *Perception.* A study of the data, theory, and techniques of perceptual research, including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Laboratory. Prerequisite: Psychology 202. Alternate years.

333. *Experimental Social Psychology.* The experi-

mental study of man as a social animal. Emphasis is placed on current theories and research in such areas as group behavior, attitudes, interpersonal attraction, conflict resolution, conformity, and persuasion. Laboratory. Prerequisite: Psychology 202. Alternate years.

335. *Abnormal Psychology*. A study of the origins, symptoms, and classifications of behavior disorders including psychoneuroses, psychoses, psychosomatic disorders, mental deficiency, and character deviations. Comparisons among the various biological and psychological approaches to therapy. Prerequisite: two psychology courses or consent of the instructor.

340. *Personality*. A study of the contributions of current psychological research to the understanding of individual differences. Prerequisite: two psychology courses or consent of the instructor.

350. *Special Topics in Psychology*. A seminar course on selected topics in psychology. The seminar permits an in-depth analysis of an important psychological problem or phenomenon. May be repeated for credit. Prerequisite: Psychology 202 or consent of the instructor.

351, 352. *Independent Study*. Directed individual study in an advanced area of psychology. Topics chosen by the student in consultation with a member of the staff. May be repeated for credit. Admission by consent of the instructor.

405. *Theoretical Problems in Psychology*. A study of the historical and philosophical roots of modern psychology and of common theories and schools of thought about the goals and methods of psychology. Restricted to junior and senior majors. Alternate years.

410, 411, 412. *Senior Research*. The development and completion of a research project, generally in the form of an experiment. The project is chosen by the student in consultation with the departmental staff. A formal oral presentation is presented at the conclusion of the project. Prerequisites: Psychology 202 and consent of the staff.

RELIGIOUS STUDIES

Charles J. Speel II, Professor, Chairman
J. Stafford Weeks, Professor, Chaplain
William O. Amy, Professor

Courses in the Department of Religious Studies have four main objectives:

1. To develop in students a knowledge of the contents of the Bible, the uses made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.

2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.

3. To develop in students a knowledge and understanding of the historical and doctrinal role of Christianity and other religions.

4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate study in the case of those preparing for professional leadership in society and for teaching in the field of religious studies.

The study of religion deals with history and values and motivations, corporate and personal. It deals with documents and literature, with theology and devotion. The Department of Religious Studies at Monmouth College endeavors to serve:

1. those students who are seriously interested in religion, either because their interest is primarily oriented toward faith and commitment or because their interest is primarily oriented toward scholarly inquiry (frequently it is a combination of both of these interests);

2. those students who may know little about religion but who have a curiosity about one or more areas of religion and who wish to learn something about such an area or areas; and

3. those students who have more than a passing interest in religion and want to take one or more courses in religious studies even though their fields of academic concentration are in other areas.

■ **Departmental Major**. A major in religious studies requires the completion of at least eight term courses, selected with the advice of the de-

partment's faculty. Religious Studies 101, 102, and either 401 or 412 are required for the major.

101. *Introduction to the Bible.* An introductory study of the Old and New Testaments and the Apocrypha.

102. *Introduction to Christian Thought.* The major teachings of the Christian faith with special emphasis on contemporary Christian thought.

103. *Jesus.* A study of the life, character, and teaching of Jesus as recorded in the New Testament with some attention to estimates of his place and significance in history.

201. *Old Testament Studies.* A study of the Old Testament, including literature and religious thought.

202. *New Testament Studies.* A study of the New Testament, including literature and religious thought.

204. *Ethics of Business, Government, and the Professions.* A study of ethical concepts and practices during the course of Christian history, together with a study of contemporary social and ethical issues as they relate to various businesses, governmental agencies, and the professions. Persons engaged in business enterprises, governmental agencies, and the professions will address the class.

205. *Catholic Doctrine.* A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Roman Catholic clergyman and a member of the department.

206. *Christian Social Ethics.* A study of contemporary social and ethical concerns dealing with the topics of medical ethics, death, and human sexuality with particular attention to Christian responses to these concerns. Guest speakers with special knowledge and understanding of these concerns will address the class.

210. *Judaism and Islam.* A study of Jewish life,

teachings, practices, writings, and experiences from 70 C.E. (common era) to the present and a study of the origins, history, teachings, practices, writings, and experiences of the Muslims from the days of Mohammed to the present, together with a study of Jewish-Muslim relations, past and present.

213. *Philosophy of Religion.* See Philosophy 213.

250. *Special Topics.*

301. *Archaeology of the Biblical World.* A study of archaeological and historical investigations of the cultures of Egypt, Mesopotamia, Syria, Palestine, Asia Minor, Greece, and Italy as they existed prior to A.D. 200 with reference to the biblical record and with some attention to the deciphering and writing of Egyptian hieroglyphs.

311. *Church History: Early and Medieval.* A study of the teachings, events, and leaders in Christian history that were of major importance in developing the philosophy, the economics, the laws, the education, the community life, the fine arts, and the government of the Western world from the days of the Roman Empire to the 14th century. Theological developments, heresies, church divisions, church-state relations, church organization, monasticism, scholasticism, missions, and religious art will receive attention.

312. *Church History: Reformation and Modern.* A study of the papacy, church-state relations, reform efforts of the 14th and 15th centuries, the Protestant Reformation, the Counter-Reformation, the expansion of Christianity into North America, South America, Africa, and Asia, Christian art and architecture, the ecumenical movement, and Christian influences upon science, geographic discoveries, education, the rise of capitalism, the development of democracies, the shaping of the American mind, and the emergence of modern social thought and practices.

321. *The Religions of the Middle East and India.* A study of the religions of the ancient Egyptians, Greeks, and Romans and a study of the religions of the Hindus, Jains, Parsees, and Sikhs.

322. *The Religions of Southeast Asia, China, and Japan.* A study of the origins, history, practices, thought, and development of Buddhism, Taoism, Confucianism, and Shinto.

SEMINARS AND INDIVIDUAL STUDY

333. *Christian Education.* A study of the major writings in the field with a supervised fieldwork program in the Christian education department of a local church. Departmental consent required.

401. *Seminar.* Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics vary as the course is offered.

412. *Reading and Thesis.* On a subject of interest to the student and pursued under the supervision of a member of the religious studies faculty. Open only to students who include religious studies in their field or fields of concentration.

The following courses at Knox College are available to Monmouth College students:

Religion 301, *Judaism, Catholicism, and Protestantism.*

Religion 303, *Contemporary Theological Thinking.*
Religion 310, *Buddhism.*

SOCIOLOGY

Carolyn Tyirin Kirk, Assistant Professor, Chairman
Steven L. Buban, Assistant Professor

Sociology plays an important role in liberal arts education by freeing the mind from the narrow limits of time, place, and circumstance. Its study lends perspective to the social order in and by which human beings must survive. A fundamental task of sociology is to afford its students an appreciation of the recurrences and regularities of human social affairs and to suggest alternative paths for the direction of those affairs.

The Sociology Department's curriculum is designed to prepare students for graduate study or for positions in a variety of areas, including business, community planning, government, industry, per-

sonnel work, research, social welfare, and teaching. In addition, some students study sociology for its general contribution to intellectual and emotional growth and understanding without regard to specific vocational goals.

■ **Departmental Major.** A major in sociology consists of a minimum of ten courses in the department including 201, 202, 203, 420, and a minimum of four courses at the 300 level. For those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 416 (Seminar in Urban Sociology) or 420 (Independent Research) can be designed to include an internship with an appropriate agency. Mathematics 106 (Elementary Statistics) is strongly recommended, particularly for those students planning to enter graduate school in either sociology or social work.

101. *Introduction to Sociology.* A review of basic concepts, theories, and principles used in the analysis of human behavior in social contexts.

102. *Social Problems.* An introductory survey of selected contemporary social problems utilizing some of the major concepts in sociology.

201. *The Sociological Imagination.* An introduction to sociology as an academic discipline, its historical development, major schools and theorists, and philosophies of science.

202. *Theory and Methods I.* An introduction to specific theoretical perspectives, methodological approaches, research techniques, and analysis of data. Prerequisite: Sociology 201.

203. *Theory and Methods II.* A continuation of Sociology 202. Prerequisites: Sociology 201 and 202.

227. *Sociology of Medicine.* Analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health care delivery system.

250. *Special Studies in Sociology.* An opportunity

to examine selected problems and issues from a sociological perspective. May be repeated for credit.

341. *Urban Sociology.* An introduction to the city focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society.

343. *Population.* An introduction to population studies and demographic analysis; the social determinants and consequences of fertility, mortality, and migration; and the social ramifications of types of population policies.

345. *Class, Status, and Power.* Evaluation of general theories of stratification and analysis of stratification, class consciousness, and social mobility in industrial society.

347. *Minorities.* Examinations of selected minorities focusing on various dimensions of their relationship to the dominant order.

349. *Deviance and Social Control.* Deviance as socially created and defined, forms of societal reaction to deviant behavior, and the dual processes of stigmatization and normalization of deviance.

351. *Criminology.* An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.

353. *Social Interaction.* An analysis of elementary social relationships with emphasis on the process of their development, maintenance, and transformation. Includes observation of interaction in laboratory and non-laboratory settings.

355. *Collective Behavior.* An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest.

413. *Seminar in Problems and Issues.* Advanced study of a single social problem or issue. May be repeated for credit.

416. *Seminar in Urban Sociology.* An intensive, off-campus, live-in experience within the urban

community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest (4.5 term course credits).

419. *Independent Reading.* Directed individual study in an advanced area of sociology. May be repeated for credit.

420, 421. *Independent Research.* Individual research project involving a review of the literature, research design, data collection, analysis, and written and oral presentation at the completion. Project to be chosen in consultation with the faculty.

SPEECH COMMUNICATION ARTS

James L. De Young, Associate Professor, Chairman
Martin Feeney, Assistant Professor
William J. Wallace, Instructor

Three basic areas of study are offered within the Speech Communication Arts Department: interpersonal and public communication, mass communication, and theatre arts. A prospective major may balance his courses among these three areas or may choose to emphasize one of the tracks.

An interpersonal and public communication emphasis is recommended for students preparing for careers in business, public relations, personnel management, social or governmental service, law, politics, religion, counseling, or graduate work in communications.

A mass communication emphasis is particularly appropriate for those interested in educational or commercial media (radio, television, advertising, and journalism) or graduate study in broadcasting and related fields. Studies in this area are coordinated with the student-operated radio station, WMCR, and the television facilities of the College's audio-visual services office.

The theatre arts track focuses upon developing the rudimentary skills of the craft along with a general appreciation of drama. A careful selection of courses along with extensive participation in the activities of Crimson Masque, the college drama organization, can lead to graduate or professional training.

Students working toward secondary teacher certification must take a balanced program from all three departmental areas.

Through its communications workshops, the department offers credit for a wide range of activities, including individual events, specialized research, readers' theatre, drama, and radio broadcasting.

Since the field of speech communication has such broad application to other disciplines and endeavors, the department takes a particular interest in developing topical and double major programs for students in such related fields as business administration, psychology, religious studies, English, government, education, and art.

■ **Departmental Major.** A major in speech communication arts consists of a minimum of eight courses, only two of which may be at the 100 level, and includes (1) Speech Communication Arts 206, The Vocal Instrument; (2) a minimum of one term course from each of the three departmental tracks: interpersonal and public communication, mass communication, and theatre arts; (3) a seminar or independent study course; and (4) at least three courses in a related field chosen in consultation with the student's adviser.

100. *Speech Communication Arts Workshops.* 100-1, Individual Events; 100-2, Theatre Arts; and 100-3, Mass Communication. Open to all students. No prerequisite. Credit is given for staff-supervised participation in the activities listed. One-sixth term course credit. May be elected for a maximum of six terms and a total of one course credit.

101. *Introduction to Speech Communication.* A practice-oriented introduction to the forms of speech, including interpersonal, small group, and public communication. Offered each term.

106. *Oral Interpretation of Literature.* The art of sharing literature orally is studied from the viewpoint of its singular creative needs. Solo and group performance of prose, poetry, and drama stressing literary analysis, mental and emotional assimilation of ideas, and the projection of meaningful content through verbal and non-verbal means. First term.

110. *Introduction to Theatre and Cinema Appreciation.* A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of playscripts, film scenarios, and general criticism are supplemented by planned viewing experiences in both art forms. First and third terms.

121. *Mass Media and Modern Society.* An inquiry into the mass media of our time (print, film, radio, television, etc.). Study of the forces which created them and the effects they are having in society. Special attention to theories of mass communication and the medium of television. First term.

200. *Advanced Speech Communication Workshops.* 200-1, Individual Events; 200-2, Theatre Arts; and 200-3, Mass Communication. A continuation of Speech Communication Arts 100 primarily for upper-level majors. Additional work and/or a position of responsibility in the activity is required. One-third term course credit. May be elected for a maximum of six terms and a total of two course credits. Prerequisite: at least three 100-level credits. Offered each term.

201. *Discussion and Small-Group Dynamics.* A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Corrective methods are explored for specific problems that may hinder small groups. Opportunity for participation in and analysis of small-group interaction. Third term, alternate years.

202. *Non-verbal Communication.* An introduction to non-verbal communication in everyday interaction, social groups, business and commerce, and culture as a whole. Emphasis on reading, observation, analysis, and presentation of research through individual and group projects. Third term, alternate years.

203. *Advanced Public Speaking.* A performance-oriented course focusing upon the preparation and presentation of public messages, including classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, entertaining), and directions

for practice. Prerequisite: Speech Communication Arts 101 or high school credit in speech or consent of the instructor. First term.

206. *The Vocal Instrument*. A study of sound transfer and vocal production from the physiological and psychological points of view. Individual projects arranged to assist in personal voice development. Required of all majors. Second term.

207. *Language, Learning, and Pathology*. A study of the process of normal speech and language development along with a survey of the causes, types, and treatment of the most common disorders. Third term. The course is of primary interest to elementary education and learning disabilities majors.

212. *Beginning Acting*. Open to all interested students. A basic introduction to the art and history of stage acting is combined with practical exercise material and performance of short scenes. Third term, alternate years.

214. *Technical Production I: Scenery and Costume Design*. A study of the basic elements of scenery and costume design for theatre, film, or television. Includes laboratory. First term, alternate years.

216. *Technical Production II: Scenecraft and Lighting*. A study of scenic construction, lighting design, and special effects for application to theatre, film, or television. Includes laboratory. First term, alternate years.

225. *Radio Broadcasting*. A survey of the historical development and current operational and management trends within the industry combined with practical training in announcing techniques, copywriting, editing, and program planning. Prerequisite: Speech Communication Arts 121 or consent of the instructor. Third term, alternate years.

250. *Special Topics*.

301. *Business and Organization Communication*. Analysis of organizational communication theories and methods. Study of organizational climate, motivation, leadership supervision, and special pat-

terns of miscommunication within an organization. Practice in forms of communication used in the business community. Second term.

305. *Persuasive Communication and Propaganda*. The classic concepts of persuasion and argumentation are presented as background to modern theories of how human beings effect changes in others' beliefs, attitudes, and behavior. Opportunity to prepare and present persuasive efforts will be afforded. First term. (Same as Psychology 305.)

310. *The Development of the Drama*. A survey of the theatre of the Western world from ancient Greece to the 19th century. Emphasis on the evolution of dramatic literature, acting, production elements, theatre architecture, and audience composition. Open to all students. Third term, alternate years.

315. *Principles of Directing*. Designed for the serious student in performance who desires exposure to the practical and theoretical elements of directing. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Prerequisites: junior or senior standing and a minimum of two courses chosen from Speech Communication Arts 110, 121, 212, 214, and 216 or performance experience. Second term, alternate years.

321. *Television Production*. An introduction to the fundamentals of television, including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises will focus on the preparation of actual programs. Prerequisite: a minimum of two courses chosen from Speech Communication Arts 121, 214, 216, 225, and 315. Third term, alternate years.

401. *Independent Study*. A faculty-directed program of individual study based on reading, research, or creative performance.

403. *Seminar in Speech Communication*. A seminar centered on a problem or topic. Designed for juniors and seniors. Specific content is announced prior to offering. Second term.

420. *Methods of Teaching Speech Communication Arts.* A detailed study of the special problems that face the secondary school teacher of speech communication. Special attention will be given to the development and criticism of oral assignments and the operation and organization of co-curricular activities in speech. Co-requisite or prerequisite: Education 340. Offered on demand.

MILITARY SCIENCE

Lieutenant Colonel Charles G. Luton, Chairman
Major R. Roger Guynn

The military science program provides a valuable adjunct to a liberal arts education, helping to prepare college graduates to assume productive roles in either civilian or military sectors. The curriculum addresses practical management skills and establishes a broad base for progression in any field of endeavor.

The objectives of the department are to develop the student's leadership and managerial potential, to aid in the development of the student's ability to think creatively and speak and write effectively, and to provide an understanding of the nature of military operations. Inherent in these objectives is the encouragement of mental and moral standards essential to both the military service and civilian professions. This includes a deep appreciation of human relations, fundamentals of self-discipline, standards for appearance and performance, and a strong sense of personal integrity and individual responsibility.

The Department of Military Science is fully integrated with the Monmouth College community, and only those army officers who possess credentials required by the College are assigned to the Department of Military Science as instructors. The majority of the courses offered are related to other academic disciplines, and instructors from those departments frequently appear as guest speakers in military science classes. All military science courses are awarded academic credit, count as electives toward graduation requirements, and are computed in the student's grade-point average. In addition, students are awarded a full course credit

for successful completion of the ROTC Basic and Advanced summer camps. A discussion of ROTC appears on pages 38-39 of this catalog.

Teaching methods in military science courses include seminars, conferences, map exercises, guest speakers, and group discussions supplemented with a variety of audio-visual aids. Courses normally meet two periods per week and are open to elective students as well as to cadets.

BASIC COURSE SEQUENCE

111. *Developmental Activities.* A variety of activities designed to provide a foundation for life-long carry-over. Specific offerings vary from term to term but generally include such activities as orienteering, canoeing, survival, physical fitness, and first aid.

112. *Map and Aerial Photography Interpretation.* Introduction to land navigation, grid reference systems, marginal information and topographic symbols, and determination of unknown locations by intersection and resection; map and polar coordinates, plotting and measuring azimuths, and using the compass; utilization of aerial photographs as map supplements.

113. *National Defense Management.* An introduction to national security policy and its place in modern society. Fundamentals of the role of force in international relations, the nature and conduct of war, the U.S. national security structure and the operation of the system, and issues in the relationship of the defense establishment to contemporary society. One-half course credit.

221. *American History: The Military Role.* A study of American military institutions: policies, experience, and traditions in peace and war from Colonial times to the present. Emphasis is on the relationship between the military and other aspects of American society and the role of the military in the establishment, expansion, preservation, and development of the nation. One-half course credit.

222. *Military Skills Core.* Composed of a variety of offerings designed to provide the prospective

military science student a background of essential military knowledge necessary for entry into the Advanced Course Sequence. The student may choose from among such areas as marksmanship, communication, war gaming, land navigation, rappelling, and customs of the service.

223. *Introduction to Tactics and Operations.* Relationships of military leadership to management skills. Addresses troop leading procedures, basic organizational techniques, mission, organizations and compositions of small military teams stressing firepower, movement, and communication. One-half course credit.

250. *Special Topics.* A more detailed study of topics covered in other courses. The specific topics to be covered will vary based on student interest. For further information, consult the department.

ADVANCED COURSE SEQUENCE

331. *Methods of Instruction.* Introduction to the principles and techniques of oral communication with emphasis on individual initiative and ingenuity. Concentration is on lesson planning, control of interest, effective speaking, and the process of communicating ideas to a specific audience. Practice in the preparation and presentation of short speeches.

332. *Leadership in Small-Unit Operations.* Analysis of a leader's role in directing and coordinating the efforts of individuals and small units in the execution of offensive and defensive tactical missions. Includes communication systems and intelligence gathering. One-half course credit.

333. *National Security in a Changing World.* Introduction to the structure and dynamics of the international political system. Addresses significant changes in the relations of nation-states and military implications for U.S. foreign policy. Areas discussed include the component parts of the international system, the spectrum and use of force among nations, contemporary world events, and internal defense and development against insurgency. One-half course credit.

341. *Theory and Dynamics of the Military Team.* Mission, organization, and composition of basic military teams. Includes principles of offensive and defensive tactical operations, with emphasis on planning, troop leading procedures, and fire support coordination. Prerequisite: Military Science 332 or consent of the instructor. One-half course credit.

342. *Interpersonal Relations and Organizational Effectiveness.* An examination of the apparent conflict between the scientific management and human relations schools of thought concerning organizational effectiveness. Emphasis is on the influence processes and the development of social exchange skills that occur in the achievement of effective organizational performance. One-half course credit.

343. *Military Law and Administration.* The application of fundamental concepts of military justice, staff, operations, and unit administration. Principal subjects include organization and functions of the staff and the human relationships of leadership. One-half course credit.



The Directories

THE MONMOUTH COLLEGE SENATE

Responsibility for the control and operation of the entire program of Monmouth College is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the College, oversees the activities of the faculty and the administration, and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely varied geographical areas and represent a number of occupations and professions. The Senate includes six operating committees: Academic Affairs, Admissions, Development and College Relations, Finance and Business Affairs, Nominations and Degrees, and Student Affairs.

THE OFFICERS

William O. Amy, Interim President; Monmouth College; Monmouth, Illinois. *Ex officio.*

Peter H. Bunce, Chairman; President, The Bunce Corporation; St. Louis, Missouri.

William M. LeSuer, Vice Chairman; Vice President, Research and Development, The Lubrizol Corporation; Richmond Heights, Ohio.

James W. Marshall, Treasurer; Physician; Monmouth, Illinois.

Glen D. Rankin, Secretary *pro tem* of the Senate; Monmouth College; Monmouth, Illinois.

Mrs. Jack Bennett, Assistant Secretary of the

Senate; Monmouth College; Monmouth, Illinois.

SENATE EMERITI

Robert E. Acheson; Operations Supervisor (retired), Illinois Bell Telephone Company; Monmouth, Illinois.

John C. Bailar, Jr.; Professor Emeritus of Inorganic Chemistry, School of Chemical Sciences, University of Illinois; Urbana, Illinois.

Robert J. Clendenin; Attorney, Clendenin, Burkhard and Butler; Monmouth, Illinois.

Daniel M. MacMaster; President and Director, Museum of Science and Industry; Flossmoor, Illinois.

Robert T. McLoskey; Legislative Consultant; Monmouth, Illinois.

N. Barr Miller; Attorney, Haynes and Miller; Washington, D.C.

Clayton V. Taylor; President Emeritus and Director, Herndon Federal Savings and Loan Association; Chantilly, Virginia.

Paul E. Warfield; President (retired), Warfield-McCullough Lumber Company; Monmouth, Illinois.

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Mrs. Pearl Liddle; Civic Leader and Homemaker; Fort Worth, Texas.

SENATE MEMBERSHIP

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Mrs. Rita Castagnoli; Owner, Cock Robin Ice Cream Company; Naperville, Illinois.

Kenneth E. Critser; Attorney, Kritzer, Stansell, Critser and Whitman; Monmouth, Illinois.

W. Gale Cutler; Director of Corporate Research, Whirlpool Corporation; St. Joseph, Michigan.

Walter T. Durham; Chairman, Durham Manufacturing Company; Gallatin, Tennessee.

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James J. Nixon, Jr.; Special Justice, Third District Court of Eastern Middlesex; Belmont, Massachusetts.

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H. Safford Peacock; Investment Manager; Lincoln, Illinois.

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Mrs. Juanita Winbigler Reinhard; Homemaker; Arlington Heights, Illinois.

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William B. Trent, Jr.; Corporate Counsel, Grain Processing Corporation; Muscatine, Iowa.

Mrs. Maxine Trotter; Secretary-Treasurer, Murdy Foundation, Inc.; Santa Ana, California.

Charles A. Wert; Chairman and Professor, Department of Metallurgy and Mining Engineering, University of Illinois; Champaign, Illinois.

Larry L. Werts; Vice President for Exploration,
Kerr-McGee Corporation; Oklahoma City,
Oklahoma.

Ralph Whiteman; President, Security Savings
and Loan Association; Monmouth, Illinois.

THE ADMINISTRATION

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Interim President

ACADEMIC AFFAIRS

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Acting Dean of the College, Chaplain
Milton L. Bowman, B.S., M.A., Ph.D.
Registrar

Harris R. Hauge, B.A., M.A.
Librarian

Richard Reno, B.A., Ph.D.
Director of the Computer Center

Dennis Johnson
Director of Audio-Visual Services

Terry L. Glasgow, B.A., M.A., Ph.D.
Director of Athletics

STUDENT AFFAIRS

Elwood Ball, B.Mus., M.Mus.
Dean of Students

Beverly Bixler, B.S., M.A., Ph.D.
Assistant Dean of Students

Ceola Holland, R.N.
Nurse

Diana Skornicka, B.S.
Director of the Student Center

DEVELOPMENT AND COLLEGE RELATIONS

Thomas R. Conrad, B.A., M.A., Ph.D.
Director of Development and Institutional
Advancement

Glen D. Rankin, B.A., '43
Director of College Relations

Kathryn A. Hultgren, B.A., '75
Director of Alumni and Parent Relations

Richard A. Perry, B.A.
Director of Public Information
Douglas B. Rankin, B.A., '79
Public Information Assistant

ADMISSIONS AND FINANCIAL AID

John M. Fettig, B.A.
Director of Admissions
Donna S. Buss, B.A., '78
Administrative Assistant
Irma S. Allen, B.A., M.Ed.
Admissions Counselor
Stephen R. Ehrhart, B.A., '77
Admissions Counselor

Ione L. Piche, B.S.
Admissions Counselor
Susan Schrock, B.S.
Admissions Counselor
Bonnie Van Rheenens, B.A., '79
Admissions Counselor
Gordon K. Young, B.A., '61
Director of Financial Aid
Harold G. Turvey, B.A., '78
Financial Aid Assistant

BUSINESS AND FINANCE

Donald L. Wills, B.A., M.S., Ph.D.
Director of Business and Finance
John R. Darrah, B.A., '79
Director of Personnel and Purchasing
Donald Gladfelter, B.A., '77
Controller
Linda Kulp
Supervisor of Office Services
Dean St. Ledger
Superintendent of Buildings and Grounds

THE FACULTY

William O. Amy (1978), Interim President, 1979-80;
Dean of the College and Professor of Religious
Studies, 1978- • B.A., University of Western
Ontario, 1951; B.D., Evangelical Theological Semi-
nary, 1954; S.T.M., Biblical Seminary, 1955; Th.D.,
University of Toronto, 1966.

PROFESSORS EMERITI

Eva H. Cleland
Professor of English Emerita

Paul Cramer
Professor of Mathematics Emeritus

Dorothy Donald
Professor of Spanish Emerita

Robert W. Gibson
President Emeritus

Martha M. Hamilton
Professor of Art Emerita

Adele Kennedy
Professor of English Emerita

Heimo A. Loya
Professor of Music Emeritus

Paul H. McClanahan
Professor of Religious Studies Emeritus

Madge Sanmann
Professor of Sociology Emerita

Samuel M. Thompson
Alumni Professor of Philosophy Emeritus

Charles E. Wingo
Professor of Education Emeritus

Benjamin T. Shawver
Professor of Education Emeritus

Robert Woll
Professor of Physical Education Emeritus

ACTIVE FACULTY, 1979-1980

David C. Allison (1962), Professor of Biology,
1973- • B.S., University of Illinois, 1956; M.S.,
1957; Ph.D., Pennsylvania State University, 1960.

Gene H. Anderson (1978), Instructor in Music,
1978- • B.A., Luther College, 1963; M.A., Uni-
versity of Iowa, 1969.

George F. Arnold (1974), Assistant Professor of
Education, 1975- • B.S., Buffalo State College,
1968; Ph.D., University of Maryland, 1975.

Elwood H. Ball (1953), Dean of Students, 1977- ;
Assistant Professor of Music, 1953- • B.Mus.,
University of Michigan, 1947; M.Mus., 1952.

Beverly L. Bixler (1978), Assistant Dean of Students

and Assistant Professor of Education, 1978- •
B.S., Western Michigan University, 1967; M.A.,
1970, 1971; Ph.D., Michigan State University, 1978.

Harlow B. Blum (1959), Professor of Art, 1977- •
B.F.A., University of Illinois, 1956; M.A., Michigan
State University, 1959; M.F.A., Syracuse Univer-
sity, 1966.

Milton L. Bowman (1959, 1968), Registrar, 1975- ;
Professor of Biology, 1973- • B.S., University of
Louisville, 1951; M.A., University of Missouri, 1954;
Ph.D., 1959.

Cecil C. Brett (1963), Director of East Asian
Studies, 1963- ; Professor of Government and
History, 1971- • B.A., University of British Col-
umbia, 1948; M.A., University of Washington,
1950; Ph.D., University of Michigan, 1956.

Philip D. Brown (1979), Instructor in Physical
Education, 1979- • B.A., University of Redlands,
1963; M.A., 1965.

Steven L. Buban (1977), Assistant Professor of
Sociology, 1979- • B.A., University of Iowa,
1971; M.A., 1973; Ph.D., 1979.

Robert H. Buchholz (1950), Professor of Biology,
1963- • B.A., Fort Hays State College, 1949;
M.S., Kansas State College, 1950; Ph.D., Univer-
sity of Missouri, 1957.

Thomas R. Conrad (1978), Director of Development
and Associate Professor of Government, 1978- •
B.A., Wittenberg University, 1962; M.A., Univer-
sity of Massachusetts, 1963; Ph.D., 1968.

George A. Converse (1977), Associate Professor of
Mathematics, 1977- • B.A., Oregon State Univer-
sity, 1963; M.S., University of Washington, 1966;
Ph.D., 1967.

Mary B. Crow (1946), Associate Professor of His-
tory, 1972- • A.B., Monmouth College, 1941;
Ph.M., University of Wisconsin, 1945.

Anna M. Davisson (1965), Reference Librarian and

Assistant Professor of Library Science, 1974- •
B.A., Indiana University, 1961; M.A., 1963.

James L. De Young (1963), Associate Professor
of Speech Communication Arts, 1977- • A.B.,
Beloit College, 1959; M.A., Bowling Green Univer-
sity, 1960; Ph.D., University of Minnesota, 1974.

Martin D. Feeney (1978), Assistant Professor of
Speech Communication Arts, 1978- • B.A., Bos-
ton College, 1970; M.A., Bowling Green University,
1973; Ph.D., 1978.

Bernice L. Fox (1947), Professor of Classics, 1977-
• A.B., Kentucky Wesleyan College, 1932; M.A.,
University of Kentucky, 1934.

Peter A. Gebauer (1975), Associate Professor of
Chemistry, 1979- • B.S., Harvey Mudd College,
1965; Ph.D., University of Illinois, 1970.

Terry L. Glasgow (1972), Assistant Professor of
Physical Education, 1973- ; Director of Athletics,
1978- • B.A., Parsons College, 1966; M.A.,
Northeast Missouri State University, 1970; Ph.D.,
Northwestern Louisiana University, 1972.

Richard L. Griffiths (1967), Associate Professor of
Music, 1979- • B.M.E., Wichita University, 1964;
M.M.E., 1966; D.M.A., University of Washington,
1979.

William M. Hastings (1969), Associate Professor
of Psychology, 1976- • B.S., Loyola University,
1962; M.A., Southern Illinois University, 1966;
Ph.D., 1969.

Harris R. Hauge (1963), Head Librarian and Profes-
sor of Library Science, 1974- • B.A., St. Olaf
College, 1949; M.A., University of Minnesota, 1951.

John C. Hoover (1979), Assistant Professor of
Mathematics, 1979- • B.A., Coe College, 1972;
M.S., Northern Arizona University, 1973; Ph.D.,
University of Utah, 1978.

J. Prescott Johnson (1962), Professor of Philos-
ophy, 1969- • A.B., Kansas City College, 1943;

A.B., Kansas State College, 1946; M.S., 1948;
Ph.D., Northwestern University, 1959.

John J. Ketterer (1953), W. P. Pressly Professor
of Biology, 1963- • B.S., Dickinson College,
1943; Ph.D., New York University, 1953.

Richard L. Kieft (1975), Assistant Professor of
Chemistry, 1975- • B.S., Dickinson College,
1967; Ph.D., University of Illinois, 1973.

Carolyn T. Kirk (1972), Assistant Professor of Soci-
ology, 1975- • B.A., Michigan State University,
1967; M.A., 1969; Ph.D., 1974.

Peter K. Kloeppel (1967), Associate Professor of
Physics, 1973- • B.S., University of North Caro-
lina, 1952; M.S., University of Illinois, 1954; Ph.D.,
University of Chicago, 1963.

Richard S. Leever (1961), Professor of English,
1977- • B.A., Illinois College, 1947; M.A., Univer-
sity of Texas, 1949; Ed.M., University of Illinois,
1954; Ph.D., 1961.

Rodney J. Lemon (1976), Associate Professor of
Economics and Business Administration, 1976- •
B.A., Monmouth College, 1964; M.S., University
of Illinois, 1967; Ph.D., 1968.

Roy M. McClintock (1966), Professor of Govern-
ment, 1979- • B.A., University of Oklahoma,
1948; M.A., 1949; Ph.D., University of Missouri,
1961.

R. Jeremy McNamara (1964), Professor of English,
1978- • B.A., Kenyon College, 1953; M.A., Uni-
versity of North Carolina, 1954; Ph.D., Michigan
State University, 1961; M.A., National University
of Ireland (Dublin), 1974.

Charles J. Meliska (1969), Associate Professor of
Psychology, 1976- • B.A., College of Wooster,
1963; M.A., Case Western Reserve University,
1968; Ph.D., 1970.

Robert Nale (1978), Instructor in Business Adminis-
tration, 1978- • B.B.A., Western Illinois Univer-

sity, 1972; M.B.A., Roosevelt University, 1977.

George C. Nieman (1979), Associate Professor of Chemistry, 1979- • B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Harry W. Osborne (1965), Professor of Romance Languages, 1965- • B.A., University of Iowa, 1943; M.A., 1945; Ph.D., University of Wisconsin, 1949.

Barbara A. Priest (1976), Instructor in Physical Education, 1976- • B.S., Indiana University, 1975.

William L. Reichow (1965), Associate Professor of Physical Education, 1973- • B.S., University of Iowa, 1956; M.A., 1957.

Rodney P. Schleifer (1979), Associate Professor of Economics and Business Administration, 1979- • B.S., State College of Arkansas, 1968; M.B.A., University of Arkansas, 1971.

Barbara J. Schroeder (1978), Instructor in Physical Education, 1978- • B.S., Western Illinois University, 1976; M.S., 1978.

Benjamin T. Shawver (1946), Professor of Chemistry and Education, 1961- • B.S., Parsons College, 1932; M.A., Columbia University, 1950; Ed.D., 1952.

John C. Skornicka (1978), Instructor in Physical Education, 1978- • B.S., University of Wisconsin, 1969; M.S., Winona State University, 1976.

Charles E. Skov (1963), Professor of Physics, 1973- • A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.

Francis W. Sorensen (1973), Associate Professor of Education, 1978- • B.S., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed.D., University of Illinois, 1973.

Charles J. Speel II (1951), John Young Professor of Religious Studies, 1956- • A.B., Brown Univer-

sity, 1939; S.T.B., Harvard University, 1949; S.T.M., 1950; Ph.D., 1956.

Douglas R. Spitz (1957), Professor of History, 1977- • A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., 1964.

Michael E. Sproston (1968), Assistant Professor of Music, 1975- • A.B., Monmouth College, 1964; M.A., University of Iowa, 1966.

William L. Urban (1966), Professor of History, 1978- • B.A., University of Texas, 1961; M.A., 1963; Ph.D., 1967.

John W. Van Kerk (1979), Assistant Professor of Modern Foreign Languages, 1979- • B.A., Illinois College, 1965; M.A., University of Illinois, 1968; Ph.D., University of Georgia, 1978.

William Wallace (1979), Instructor in Speech Communication Arts, 1979- • B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976.

George L. Waltershausen (1966), Associate Professor of Art, 1979- • A.B., Knox College, 1961; M.S., University of California (Berkeley), 1963; M.F.A., Bradley University, 1978.

J. Stafford Weeks (1959), Professor of Religious Studies, 1970- • A.B., Juniata College, 1942; M.Div., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962.

Lyle L. Welch (1979), Assistant Professor of Mathematics, 1979- • B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

Esther M. White (1974), Assistant Professor of Education, 1974- • B.A., University of Northern Iowa, 1949; M.A., Columbia University, 1952.

Gary D. Willhardt (1967), Associate Professor of English, 1974- • A.B., Monmouth College, 1960; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.

Lyman O. Williams (1963, 1969), Professor of Geol-

ogy, 1974- • B.S., University of Georgia, 1955; M.S., University of Iowa, 1959; Ph.D., 1962.

Donald L. Wills (1951), Professor of Geology, 1973- ; Director of Business and Finance, 1979- • B.S., University of Illinois, 1949; M.S., 1951; Ph.D., University of Iowa, 1971.

A. Dean Wright (1970), Associate Professor of Psychology, 1975- • B.A., Fort Hays Kansas State College, 1959; M.S., 1959; Ph.D., Texas Christian University, 1969.

LECTURERS (PART-TIME), 1979-1980

Barbara Anderson (1978), Lecturer in Music, 1978- • B.A., Luther College, 1973; M.A., University of Iowa, 1974; M.A., 1976.

Uri Barnea (1978), Visiting Assistant Professor of Music, 1978- • B.Mus., Rubin Academy of Music (Jerusalem), 1971; M.A., University of Minnesota, 1974; Ph.D., 1977.

David Brown (1977), Lecturer in Government (Washington House), 1977- • B.A., American University; M.A., Rutgers University; Ph.D., 1971.

Richard Cheadle (1979), Visiting Assistant Professor of Music, 1979- • B.S., University of Wisconsin, 1970; M.M., University of Rochester, 1972; D.A., University of Northern Colorado, 1977.

Patricia Conrad (1979), Lecturer in Modern Foreign Languages, 1979- • B.A., Wittenberg University, 1962; M.A.T., Smith College, 1965.

Jack Daddona (1978), Lecturer in Education, 1978- • B.S., Mansfield State College, 1956; M.Ed., Pennsylvania State University, 1958.

Sally Finch (1974), Lecturer in Education, 1974- • B.S., Normal University, 1965.

Douglas Hardin (1976), Lecturer in Physical Education, 1976- • B.A., Monmouth College, 1973.

Margaret Hastings (1969, 1971), Lecturer in Modern

Foreign Languages, 1969- • B.A., Grenoble University, 1962; M.A., University of Lyon, 1966.

Richard Heil (1979), Lecturer in Physical Education, 1979- • B.A., University of Redlands, 1974; M.A., University of LaVerne, 1979.

Frederick Hintze (1979), Lecturer in Art, 1979- • B.A., Knox College, 1966; M.A., University of Iowa, 1978.

Michael Katovich (1979), Lecturer in Sociology, 1979- • B.A., University of Illinois, 1974; M.A., University of Iowa, 1978.

Brigit Keefe (1977), Lecturer in English, 1977- • B.A., Illinois Wesleyan University, 1967; M.A., University of Akron, 1970.

Richard Kucharz (1978), Lecturer in Physical Education, 1978- • B.A., Monmouth College, 1977.

Michael Lewis (1978), Lecturer in Physical Education, 1978- • B.S.Ed., Dakota State College, 1968.

Bernard Mergen (1977), Lecturer in Government (Washington House), 1977- • B.A., University of Nevada, 1959; M.A., University of Pennsylvania, 1960; Ph.D., 1968.

James Perego (1977), Lecturer in Business Administration, 1977- • B.S., Northwestern University, 1941; B.A., 1949.

John N. Romano (1977), Instructor in Physical Education, 1977- • B.A., Monmouth College, 1976.

Homer Shoemaker (1961), Instructor in Business Administration, 1975- • B.A., University of Denver, 1950; M.B.A., 1965.

Jacquelynn Urban (1978), Lecturer in Modern Foreign Languages, 1978- • B.A., University of Texas, 1964.

Richard L. Whitman (1978), Lecturer in Business Administration, 1978- • B.A., Eastern Illinois University, 1969; J.D., Northwestern University, 1972.



Appendix:

Scholarships and Prizes

The scholarships, prizes, and endowed funds listed below have been made possible through the generosity of alumni and friends of the College and through organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

These scholarships are awarded by the College as part of the student's financial aid program; no separate application is necessary.

Dr. and Mrs. J. A. Barnes
Sarah Holmes Bigger
Biggsville United Presbyterian Church
Jacob Bohart
Sam Bond
N. H. and Isabelle Brown
George H. Brush
Boyd S. Campbell
Hattie Boyd Campbell
John Carothers
Class of 1901
Crimson Masque
C. G. Dennison-W. M. Story
Lois Diffenbaugh
Bella B. Elliott
Elder Ministerial and Christian Work
Elmira Church
John Q. Findley
First Washington United Presbyterian Congregation
William B. Frew
Alvin W. Galloway
Mr. and Mrs. H. O. Garrity
Robert J. Gibson
Smith Hamill

John Charles Hanna
Hanover United Presbyterian Congregation
Janet Shaw Hayes
Mabel Hinmann
Janet Hume
Lt. M. Don Isaacson
Andrew Johnston
Elizabeth Stewart Johnston
Emma Brownlee Kilgore
Mary Elizabeth Kilpatrick
Jane Kinkaid
Mattie Kinkaid
John Lafferty
Olive J. Lowry
M. M. Maynard
Mary Cooke McConnell
McLaughlin Brothers
Louise C. and Max W. Mills
Hugh Nash
Norwood Scholarship
Adam Oliver
Robert Y. Park
Luella Olive Parshall
Margaret Pollock
J. Mason Prugh
Nancy H. Renstrom
Prudence Margaret Schenk
Marion B. Sexton
Somonausk United Presbyterian Congregation
Spring Hill United Presbyterian Congregation
William St. Clair
Stronghurst
J. B. Taylor
Nannie J. J. Taylor
Dr. Garrett W. Thiessen
Esther M. Thompson
Martha Thompson



Henry A. Todd
 Adaline Wilkin Waddell
 Martha Wallace
 J. F. Watson
 Weaver White
 David A. and Elizabeth Cameron Whiteman
 Woods Scholarship
 Margaret N. Worden
 John Wright
 Mr. and Mrs. William E. Wright
 Xenia United Presbyterian Congregation

SPECIAL SCHOLARSHIPS

Anderson Trust
 Board of Christian Education (National Presbyterian
 Scholarships)
 Exchange Club

Graduate M-Club
 Lubrizol Foundation
 Robert T. Ludwigsen Memorial
 Mellinger Awards
 Mortar Board, Tau Pi Chapter
 A. Montgomery Ward Foundation

ENDOWED SCHOLARSHIPS

W. Kenneth and Anna Mae Addleman Scholarship
 Beacham-Holcolm
 J. Boyd Campbell
 Frank M. Carnahan
 F. Garvin Davenport Memorial
 John S. and Mary Louise Diffenbaugh
 Selig and Selma Edelman
 Rev. John W. English and Mabel W. English
 Memorial

Cliff Struthers Hamilton
Harmony Memorial
Lucia Elliott Hill
Emily Roberts Hubble
Elizabeth M. Keller
Grace Wells Kennedy Memorial
Takashi Komatsu
John Barnes Kritzer
Jean E. Liedman Memorial
Margaret Lord Music
Kathryn Arbella McCaughan
Homer McKay
Mrs. Minnie McDill McMichael
William A. McPhail and Sadie R. McPhail
A. H. Morrow
Mildred Steele Nearing
Theresa Nottelmann
LaVerne Noyes Foundation
Margaret White Potter
Readers Digest Foundation
Peyton Roberts
Luther Emerson Robinson
Security Savings and Loan Association of
Monmouth

Shields Scholarship
William J. and Florence Brady Stevenson
J. L. Van Gundy
Wallace-Eljabar
Eli B. and Harriet B. Williams Memorial
Rev. Dr. and Mrs. Stephen Wallace Woodburn and
Esther C. Woodburn

ANNUAL PRIZES

Hugh R. Beveridge Prize in Analysis
Eva Cleland Prize
Paul Cramer Prize in Algebra
F. Garvin Davenport Prize
Dean G. Epley Award in Sociology
Lyle W. Finley Prize in Calculus
Lulu Johnson McCoy Prizes in Music
William B. McKinley Prizes in English
James Nevin Debate Prize
Mary Porter Phelps Prize
Lena Lee Powell Pi Beta Phi Prize
Thompson Prize
The Waid Prizes
Waid Biographical Reading Prize



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DIRECTORY OF COLLEGE OFFICES

All telephone numbers at Monmouth College can be reached either by calling the number directly or through the college switchboard, 457-2311. When dialing from on-campus telephones, use only the last four digits. The area code for Monmouth is 309.

Correspondence concerning college matters should be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462.

Admissions Office	For most matters of concern to new students.	457-2131
Alumni and Parent Relations	For information about special events (parents' weekends, homecoming, and commencement).	457-2321
Bookstore		457-2039
Business Office	For questions about billings and student accounts.	457-2136
Dean of the College	For academic concerns, readmission, academic standing, and faculty matters.	457-2325
Dean of Students	For information about rooms, residence halls, and student services.	457-2113 457-2115
Development and College Relations	For assistance concerning gifts, bequests, annuities, and other support of college development.	457-2321
Financial Aid		457-2131
Library		457-2031
President's Office		457-2011
Public Information Office	For information about college events open to the general public.	457-2321
Registrar's Office	For academic records, class schedules, courses, credits, and transcripts.	457-2326 457-2394
Student Center		457-2345

Monmouth College
Monmouth, Illinois 61462

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